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ABSTRACT

To provide an opportunity to evaluate and interpret change, explore new approaches to change and realize educational renewal within the reality of effective management, the Whitman Corporation, in cooperation with Saint Xavier College (Illinois), held a conference consisting of panel presentations by and for principals. Five panels addressed a variety of issues involving staff development to create program change, management in a multicultural environment, and utilization of parents, businesses, and community members as resources, as well as special education and secondary level reform. Two to eight questions and answers from each panel are abstracted. The Whitman Award committee, advisors, 1989 and 1990, award winners, and conference volunteers are listed. (EJS)

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EXCELLENCE

IN

EDUCATION MANAGEMENT

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A summary of the presentations of Chicago Public School principals who were Whitman Award winners and participated in the Whitman Award Conference held on November 3,1990 at Saint Xavier College.

EA 023 229

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Foreward

CHARLES H. CONNOLLY—Vice President,
Corporate Affairs and Investor Relations, Whitman Coporation

Whitman Corporation supported school reform four years ago because we believed it was the best way to put control of Chicago schools where it belongs -- in the hands of the parents, the principals and the teachers.

We established the Whitman Award for Excellence in Education Management three years ago because we believe that the bashing of the Chicago Public School System had gone on for too long. It was clear to all of us who were working for reform that there were many dedicated professionals in the school system who were more angry, more frustrated, and more anxious to improve the schools than any parent or business group. But these people needed encouragement and support, not criticism and complaints. The Whitman Award was one small way to provide that encouragement and support.

Whitman funded this conference, when it was proposed by St. Xavier College, because the principals in Chicago's public schools know better than anyone else, the successes and the problems of school reform, and the next steps that should be taken to continue restructuring the system.

We at Whitman who have come to know the award-winning principals have been enriched by the association. We respect them, their teachers, and their parent-supporters for their persistence and courage. We admire their dedication and commitment to service. We hope others will follow their example, and implement many of the ideas discussed at the conference.

The Story of the Conference • • • • • • • • • •

The status of education is a national concern. In the State of Illinois, and in Chicago particularly, School Reform has had a definite impact. Legislative action revised the School Code and stated specific intent, priority goals, and made "the individual local school the essential unit for educational governance and improvement and to establish a process for placing the primary responsibility for school governance and improvement in furtherance of such goals in the hands of parents, community residents, teachers, and the school principal at the school level."

Locally elected Local School Councils were established in each of Chicago's 541 public schools in fall of 1989. The LSC was empowered to select the school principal, add criteria to the principal's four-year performance contract, evaluate the principal's performance annually, approve the school's budget, make recommendations on textbook selection, advise the principal on disciplinary policies, approve a school improvement plan and consult with the principal on staffing for the school.

The restructuring to school-based management was initiated because of negative assessments of the quality of education in the Chicago Public Schools and a genuine desire to create schools where all the factors of teaching and learning, including parent participation, could be included in the educational process.

Whitman Corporation recognized that the Chicago Public Schools have had a long and proud history of providing education to established citizens and newcomers to the city. They also recognized that "good management makes the difference, in education as in business." They knew that there were many Chicago Public Schools headed by principals who care deeply about their students, who maintain discipline, who work effectively with staff and parents. By selecting twenty principals in 1989 and twenty principals in 1990, recognition has been given to outstanding principals who serve in the Chicago Public Schools.

Following the 1990 Whitman Award presentation, there was an expressed wish for an opportunity for all principals to hear and to share the diverse, successful experiences of these outstanding principals. The Award winners, 1989 and 1990, were invited to appear on a panel on a selected topic. Five topics were suggested: (1) Managing Program Change Through Staff Development; (2) Management Techniques in a Multi-Cultural Environment; (3) Utilizing Parents, Business, and the Community as Resources; (4) Current Issues in Special Education; and (5) Reform Issues at the Secondary Level. It was necessary to have two sessions, morning and afternoon, on topics 1 and 3.

The Conference, Excellence in Education Management: Principal to Principal - Reality of Reform, was presented by Whitman Corporation in cooperation with Saint Xavier College/Chicago on Saturday, November 3, 1990, from 8:30 a.m. - 2:00 p.m. at Saint Xavier College. The stated purpose of the conference was to provide an opportunity to evaluate and interpret change, to explore new approaches and to realize renewal within the reality of effective management. Based on the shared response to the conference, the vision and effort of the principal to effect new approaches to educational practice within a school-based management structure, provide a promising future.

Panel I

Panel I

Managing Program Change Through Staff Development

Morning Session

Presenters:

Yvonne S. Minor	Principal, Walter H. Dyett Middle School.
Guadalupe Hamersma	Principal, Ambrose Plamondon School
Robert D. Brazil	Principal, Roger C.Sullivan High School

Moderator:

Majorie A. Joy	Principal, Richard Henry Lee School

Introduction

The above-named administrators address a variety of issues involving the development of staff to create program change. Their respective concerns dictate the areas of concentration in which they guide their teachers towards effective measures to increase student achievement. One principal may employ strategies that assess the stated needs of their teachers in order to secure their investment and cooperation. Another may infuse the energy necessary to create change by empowering their staffs with the realization that the destiny of the school belongs to them. Yet, another may impel the progress of a program by re-defining their teachers' roles as those of co-learners, thereby stimulating their engagement in the educational process. It is clear that, although their emphasis may focus on a particular area, these administrators share the belief that staff development is critical to achieve effective program change and hold enormous respect for the desires, needs and attitudes of their co-workers. Whether their management styles rely on structure to create a secure foundation for program change, or on inspirational philosophies that incite staff interest, each administrator is deeply committed to the continual educational growth of their teachers towards individual self-actualization and satisfying self-fulfillment.

In the course of the panel presentation and discussion, certain questions were addressed by individual panel members. These questions and ensuing answers are here abstracted for the edification of others.

(1) Is staff development crucial to effective program change?

Addressed by Yvonne S. Minor

(2) How does staff development directly affect increased student achievement?

Addressed by Guadalupe Hamersma

(3) How is staff developed to achieve the goals of the Paideia Program?

Addressed by Robert D. Brazil

YVONNE S. MINOR—Dyett Middle School

Is staff development crucial to effective program change?

The overwhelming change in the positive development of Dyett School can be directly attributed to the area of staff development. It is vitally important to instill an attitude within the staff of a school that they will determine the destiny of that school and its success.

The existence of an open, flexible, pleasant atmosphere; a high level of expectation for student achievement; consistent parent participation; a successful instruction program; and a commitment to the creation and support of a varied curriculum will be directly dependent on staff involvement and attitude. The vitality of the school and the feasibility of accomplishing these objectives is established when the staff self-image is realized as vital itself. Therefore, an intensive staff development program is mandatory.

Teachers quickly learn that through development, empowerment is achieved. Resurrection of the clichéd idea that "owning" something instills responsibility is appropriate. By staff empowerment, responsibility for both success and failure is understood. Their empowerment creates further empowerment and freedom for the principal to expand programs outside of the school into the community and to draw parental and community involvement back into the school. Decision-making becomes shared and staff members participate in checking, balancing and supporting each other in fostering the idea that collective commitment will ensure success. Staff development has demonstrated that high levels of expectations for themselves and the students as visibly present in a teacher's actions, lesson plans and curriculum, result in goals that become a reality.

A process of staff development based on positive experience has been developed and is implemented at least three times a year to achieve the five components of effective schooling. This process directly enables both teachers and principals to become effective instructional leaders as developed through a series of self-analyses and needs refinement strategy sessions. Staff self-analysis revealed a need for serious goal setting with a clear understanding of what these goals meant for the teachers, parents and students.

Self-analysis sessions are characterized by brainstorming. Brainstorming that begins with a positive focus on recent achievements creates an atmosphere of strength that carries over when focusing on problems. The problem is analyzed in terms of the need that is not being fulfilled and a goal is elected to meet that need. In later analysis, further brainstorming is directed at uncovering what elements blocked the achievement of the goal. These elements are listed and further goals or subordinate goals are identified to overcome the blockage(s) to the ultimate goal. Staff members then volunteer to work on these aspects with the understanding that everyone must volunteer to do something. This is the dynamics of how the school committees operate, also. The evident success of one committee fosters pride and empowerment for other committees to succeed as exemplified in the school beautification committee whose results were clearly evident and appreciated by the rest of the staff, student body, parents and community. The importance of cooperative effort was made clear and expanded into the other committee areas and

departmental areas. This virus of vitality became widespread as parental involvement reached an all-time high. A climate of increased self-respect for the students and a higher level of happiness in the school environment became established.

The accomplishments are many that can be listed to describe the integral importance of staff development through empowerment to create program change, but it begins, once again, with each staff member realizing they determine their own destiny and collectively, the destinies of the learning experiences for the students and the betterment of their school.

GUADALUPE HAMERSMA—Plamondon School

How does staff development directly affect increased student achievement?

Although an individual may be an excellent cook, one's culinary skills may not be easily translated into running a successful restaurant business. By the same token, a successful school administrator in a particular circumstance can not necessarily be deemed an expert in school administration. Yet, as a cook can offer a favorite recipe to other cooks to use and improvise upon, an administrator likewise can share a description of the process of staff development that occurred in her school for others to sample.

Staff development is about change which is a difficult, often painful, and usually slow process. It can also be very threatening for some people. To help alleviate some of the pain and threat involved, ways need to be found to give one's co-workers reasons to change. People need a personal payoff.

The bottom line of any staff development in a school is increased student achievement. A staff may be informed that the principal desires to implement a given change because it will increase student achievement, but to get more cooperation and ultimately be more successful, teachers need to see that the change will benefit them directly. Teachers must understand that when students achieve, teachers will feel successful about their work. When students achieve, the task becomes a little easier for the teacher. When students achieve, everybody wins. It is hard to argue against a proposed change when it is presented as a winning proposition for all concerned.

Rarely is program change managed in a step-by-step procedure as everything seems to happen at once for most principals. It is often difficult to have opportunities to step back and assess what has been happening and what is not happening. But in retrospect, the staff development model employed at Plamondon School was learned from Leonard Rubin at the Bureau of Staff Development during the late 1970's.

The staff development model began with a needs assessment. The obvious problems to be addressed at Plamondon were instability and disorder, poor utilization of staff, lack of adequate instructional materials, and low student achievement.

The informal power brokers in the building were identified and questioned as to what they perceived as major problems and how to approach these problems. The principal offered her personal views on education and her agenda for the school to the people she felt had to be a part of the process to ensure their cooperation and commitment to attaining the goals for the school.

The major goals pinpointed were (1) to create an atmosphere conducive to learning, (2) to keep and attract the best teachers, (3) to provide these teachers with everything they need to do a great job, and (4) to increase student achievement and ultimately promote an appreciation for education.

Certain achievements will be highlighted to demonstrate the application of the program. The restoration of order in the building was a major objective. The first problem addressed was the tardiness of the students and the disorderly manner of entering the school. Teachers were invited to suggest better and more efficient entry procedures. By their input and cooperation and with

implementation of their suggestions, tardiness and disorderliness have been drastically reduced.

An inventory of material resources revealed serious shortages of almost everything. Over a three year period, every penny that could be begged, borrowed or stolen was utilized to purchase for the teachers the instructional material that they desired or deemed necessary. Administrative response to the needs expressed by the teachers demonstrated the commitment of the administration to the support of staff and further engaged their investment to the program.

A principal needs to be directly involved in the process of promoting student achievement to set an example for teachers. All report cards are reviewed by the principal, and notes of encouragement are attached from the principal to the students, which both the teachers and the parents see. The principal needs to be aware of students' academic records. Iowa test results are made easily accessible for discussion with a parent or teacher about a particular child.

Student achievement must be recognized. An honor roll was created to recognize students who maintain a B average or better and are also models of exemplary behavior. It has become a moment of great excitement for both parents and students when the honor roll is posted during grading periods. Both students and their parents are congratulated by the principal for their success. Students receiving straight A's receive special recognition.

Staff development for program change is accomplished by involving the teachers, implementing their suggestions, addressing their needs and by setting an example of encouragement for hard work. This realistic recipe has resulted in increased student achievement at Plamondon School.

ROBERT D. BRAZIL—Sullivan High School

How is staff developed to achieve the goals of the Paideia Program?

Staff development is a crucial and integral part of the Paideia Program and without it the program cannot succeed. To institute the program, teachers are made aware of the Paideia philosophy based on the Socratic method of discussion of works of literature to instill critical thinking skills in students. All teachers in the school are initially required to read the Paideia Program books and are then engaged in a set of circumstances to train teachers over a continuum. There are various required and elective symposiums, seminars, graduate courses at the University of Illinois both at Chicago and at Champaign-Urbana, and weekend retreats held at Lake Geneva, many of which are funded by educational grants. These enable teachers to comprehend, implement and facilitate the Paideia Program within their schools, while expanding their knowledge base, broadening their own educational horizons and gaining graduate credit. It has been proven that efforts in the area of staff development have met with enormous success. Teachers have responded with great enthusiasm and participation.

Within these seminars and symposiums, teachers become immersed in the Socratic method of discussion and acknowledge for themselves, firsthand, the benefits that this method holds for the greater understanding and attainment of knowledge through critical thinking. Teachers realize that the effects of the theory of the Ebbinghaus curve of memory and forgetting are greatly reduced when traditional teaching methods are replaced with Paideia's Socratic discussions. The teachers themselves experience the reality that if only 40% of Plato's Republic is understood after reading it, 80% of it is understood after a discussion of it. Memory of the work will be retained to a much greater depth and for a much longer period of time.

Teachers that are new to the school and program attend a weekend emergency retreat for 3 days at Lake Geneva and meet for a class on the program every week for one month. Interested teachers can attend a three-week summer program held at the University of Illinois, Champaign-Urbana for four hours of graduate credit. These programs have been so successful that enrollment limits need to be expanded. In these seminars and symposiums, teachers learn in the same Socratic seminar manner that they will employ with the students.

In the Paideia Program, an entire school will read one chosen book per month with parental participation greatly encouraged. The same book is used simultaneously by the teachers involved in the program at the University of Illinois at Chicago for graduate credit. School seminars for all grade levels are held weekly. All the teachers within the school participate in a Socratic seminar held approximately two days before the school seminars with the students begin. Chapters of the book are thematically paired with related ideas of other works. Seminars for discussion of other literature that enhances knowledge in all the individual departments from history to science and math are held either weekly, bimonthly, or monthly.

As Plato said, "Midway between ignorance and knowledge is opinion." Discussions of a

work do not begin with typical study questions that imply a certain correct answer and thereby stifle critical thinking, but instead begin with a question as simple as "What happened in the story?" Discussion, then, is automatically encouraged. As one participant responds with her interpretation, other views can be drawn out, and the important events themselves become open to interpretation. Critical thinking is then stimulated, as interpretations are necessarily subjected to an effective defense. Students state their opinions, learn how to defend their ideas, and build the skills necessary to develop their opinion into a defensible interpretation. Introductions are not read before the work itself, as these assume a "correct" interpretation. After the discussion, the facilitator (teacher) then gives her opinion and then other critical opinions as to what the author may have meant.

In order to make students assume responsibility for their own learning experience, teachers need to experience responsibility for their own educational growth by re-involving them as learners themselves. Their role is redefined as a "coaching" effort; they are to visualize themselves not in the traditional view as teachers, but as facilitators of learning experiences, whereby they, too, become learners within that experience. In the Paideia Program, there are no teacher's guide books used with no study questions to depend upon, which assume particular interpretations of a work. This, in itself, frees the teacher to become a learner. Teachers and students alike become better, more informed citizens who think critically and view the events of life as open to their own intelligent interpretations that can be defended with confidence.

Panel I

Managing Program Change Through Staff Development
Afternoon Session

Presenters:

Rosemary Culverwell	Principal, Frank W. Reilly Elementary School
Alma C. Jones	Principal, George Washington Carver Primary School and Phillis Wheatley CPC
Josephine Logan-Woods	Principal, Betsy Ross Elementary School and Oneida Cockrell CPC

Moderator:

Lynn St. James	Principal, Robert Lindblom Technical High School

Introduction

These award-winning principals chose to address the topic of managing program change through staff development from varying perspectives that compliment and expand each other. The process of staff development is approached from an examination of the role of theory in the management of program change, to a description of a clear-cut, daily plan with proven results, to an analysis of how staff development management is reflected in the new school reform program. All three respected panelists emphasize the importance of staff involvement in shared decision-making and in assuming responsibility for program success. Likewise, all three principals reveal examples within their schools that demonstrate how effective program change was achieved through successful staff development. These three questions were addressed by the panelists followed respectively by their responses:

(1) By what methods is the development of staff accomplished to create change?
Addressed by Rosemary Culverwell

(2) *What is the role of theory in managing program change?*
Addressed by Josephine Logan-Woods

(3) How is managing program change through staff development reflected in the in the new school reform?
Addressed by Alma C. Jones

ROSEMARY CULVERWELL——Frank W. Reilly Elementary School

By what methods is the development of staff accomplished to create change?

Staff development is handled through a variety of means. It is important to plan for the guidance of teachers new to a school, to regularly schedule inservice meetings, grade group meetings and committee meetings, to plan half-day inservice seminars, to provide bulletins to teachers which include copies of articles on new methodology in education, to provide each teacher with announcements of workshops and conferences, to make available graduate study information, and to provide the opportunity for teachers to share ideas informally.

An orientation program for teachers new to a school is necessary. Meetings are scheduled once a week for six weeks with the principal. Pertinent handouts, articles and a school handbook are given and "buddy" or mentor teachers are assigned. There are set times for these meetings which encourage questions and an open-door relationship.

The need for teachers to have input in planning inservice programs to encourage commitment is accomplished by the creation of a teacher inservice committee. The committee meets monthly and is composed of a chairman, secretary and members which represent each level and discipline in the school. This committee then schedules bimonthly inservice meetings with all the teachers in the school held in the morning before classes begin. When an inservice topic is chosen by the committee representing a common interest to a majority of teachers, several meetings are held on this topic, led by perhaps the principal and then by members of the disciplines most directly connected to the topic. The topic under discussion culminates in a session led by outside authorities or agencies contacted by the committee. The Inservice Committee also plans half-day inservice afternoons three times a year, utilizing the results of the teachers' needs assessment.

Grade group meetings of the Primary, Intermediate and Upper grade teachers, with a designated grade group leader, are also scheduled bimonthly. At these meetings teachers share ideas, communicate effective teaching strategies for particular students, plan field trips, and make decisions and/or recommendations for their divisions.

School committee meetings of the various disciplines are formed with a chairman, secretary, and at least four teachers and one parent. The committees that have been formed are as follows: language arts, math, science, social studies, fine arts, publicity, attendance, safety, and social. Committees recommend curriculum decisions, materials selection, and plan programs and events. Minutes of these meetings are given to the principal and the Local School Council.

Bulletins on school activities, educational recommendations and resources and thoughts for the day are prepared weekly. Copies of articles on curriculum, new research and methodologies, and discipline are also given to the teachers. An accessible graduate study folder is maintained, as

well as conference or workshop information to stimulate and encourage teacher development.

A location and time for staff to share informally without administrative involvement is created. Additionally, the social committee, with a parent member of PTA, plans during and after school events and helps to facilitate times for teachers and parents to communicate on a non-stressful level. Also, a teacher visitation program to homes during the school day is planned with the hope of garnering information on the needs of students and is supported by a grant from the Joyce Foundation to fund substitutes to enable the teachers to accomplish this goal.

The need for change through staff development is crucial upon introduction of a new program. An example of this is the Comprehensive Gifted Program where two teachers were funded for a three week workshop to receive training. These teachers met in their own homes during the summer and again at the school with the principal for program planning, progress advisement, materials requests and other support. Additional workshops were scheduled during the school year to increase the expertise of the teachers. Funding was applied for and received by the principal for substitutes and workshops for teachers on Junior Great Books, Problem Solving, Critical Thinking Skill Teaching, etc.

In conclusion, staff development must be scheduled, meaningful, accepted by teachers, and on-going. Staff development must be planned, receive the commitment of the teachers, fulfill the needs of the pupils, and be perceived by the teachers as being able to effect a change for the better in the education of the students.

JOSEPHINE LOGAN-WOODS—Betsy Ross Elementary School/Cockrell CPC

What is the role of theory in managing program change?

Theory provides direction for the management of program change. Researchers and theorists from all fields agree that change must be managed if it is to occur. It is necessary that, to quote from P.S. Walters and J. Henkelman in a 1990 article in Journal of Staff Development 11, "the nature of the change is defined and owned by each school staff member as compared to having 'the answer' provided by outside consultants or the school district central office." These theories provide the framework for defining the behaviors needed for managing program change.

As a first step, definitions should be established. It has been said that lack of shared meanings of terminology has interfered with efforts in staff development. In this discussion of this panel topic it seems important to clarify the terms "management" and "staff development."

Management means focusing on the behavior that represents the change. A program change starts with the individual, not with the program; and secondly, change occurs as the individual struggles to meet a hierarchy of needs. As defined by Maslow, change requires self-actualization.

Staff development means a process of planned change in which the nature of the change is defined by each stakeholder in the change. Furthermore, staff development is not a one-shot intervention; it is a systematic process that emphasizes teacher responsibility and problem solving experiences. Therefore, staff development is a planned process managed by the principal and designed to bring about change in teacher behavior.

As an example of putting theory into practice, the need for staff development became very evident with the introduction of a professional personnel advisory committee (PPAC) as a component in site-based management. This abrupt change from centralized decision-making to shared decision-making produced disorder and ambiguity. Teachers had to move from expecting and responding to top-down decision-making to having to generate decisions that affected them.

By way of a committee report of the Chicago Board of Education detailing the Promotion Policy for the students of the Chicago Public Schools, an opportunity was given to provide staff development for program change. The procedures to be followed when a teacher decided that a student was to be denied promotion had been introduced to the staff three years previously, but had been met with resistance. Many teachers had not implemented the procedures because they had not been articulated by the District Superintendent or by Central Office Personnel. Thus, staff members with a high need for conformance to a bureaucratic structure had ignored directions. Now, with the new policy mandating the same procedural components that had been previously articulated by the principal, those teachers who had previously ignored the procedures needed the opportunity to save face. Without this opportunity, there would be no ownership in the procedures. The teachers needed to establish a sense of control. Although,

beyond the initial meeting of the PPAC, the principal is not a member of the PPAC, it became clear that the PPAC needed empowerment, as it had failed to operate after the first meeting.

The PPAC lacked an appropriate structure that would allow the individual teacher to develop knowledge about a program and thus, enable the teacher to participate in shared decision-making. In addition, the PPAC lacked a procedure for advising either the principal or the Local School Council. A planned process of staff development was definitely called for. The activities must include, at the least, a opportunity for each teacher (1) to develop a knowledge base, (2) to know the issues, (3) to formulate a response, and (4) to articulate concerns.

To develop the knowledge base, a copy of the board report was given to each teacher who had the responsibility of reading and knowing the content of the Board Report. A teacher committee was created to study the report and (1) to identify the areas for which there were already existing procedures in the building, and (2) to identify the areas with no existing procedures.

Eight teachers volunteered to be members of the committee. Their response report centered on these issues:

1. The procedure for communicating the committee decisions to the principal or the LSC
2. The responsibility for such communications
3. The actual goal of the policy.

The study committee realized that it had to go back to the teachers-at-large and involve them in the process.

The study committee conducted a "teachers' meeting" with no administrators present so that teachers would be able to articulate their concerns and formulate responses without administrative oversight. An agenda was devised quickly by the committee; it included techniques to impart knowledge, resolve conflict, and to involve all. At the conclusion of a second meeting, the structure of the PPAC emerged.

The first report by the PPAC on non-promotion has been received by the principal with a list of procedures to be followed. The procedures are those that had previously been articulated by the principal. The need to facilitate the change in teachers from responding to centralized decision-making to site-based decision-making was realized by involving the teachers in shared decision-making. Behaviors had been successfully developed that were necessary for managing the change through staff development. These behaviors included first, empowering others to lead the change; second, ensuring that others had the knowledge for implementing the change; and last, providing a structure in which the change could occur. It was with great comfort that the printed policy was delivered. It seems certain that, should it become necessary to reinforce the teacher-defined procedures, there will be quick and ready understanding and acceptance.

ALMA C. JONES—Carver Primary School and Wheatley CPC

How is managing program change through staff development reflected in the new school reform?

The introduction of school reform has produced radical modifications in the operation of the Chicago Public School System. It has opened the door to innovation and experimentation at a level of complexity undreamed of before, testing many age-old assumptions in the field of pedagogy. The whole concept of program management has been re-designed overnight, and the program content is being constantly reviewed and evaluated in terms of its relevancy to local application. Meanwhile, policy and decision-making strategies which traditionally originated in the central office are now a function of the building principal and the Local School Council.

Previously, the introduction of a new program by the Central Office followed a well- established procedure. The pronouncements concerning the new program were generally followed by a city-wide series of in-service meetings at which the details were revealed, expounded upon, and defined by the "specialists". The program was presented as a Fait Accompli, with little or no input from the field. All information flowed down from the top echelon. One way!

The burden of the problem has now been effectively placed upon the shoulders of the local school and its council; but the decision has yet to be made concerning the adequacy of the means assigned to accomplish this task.

The purpose of this review is to present some of the mandatory changes which are represented in some form or other in each individual school and are reflected in each individual program. Under the reform initiative, each school must bear the responsibility for defining its own needs. It must develop its own strategies for satisfying those needs and determine the cost of implementing effective programming. This is the "bombshell"! Each school must develop its own comprehensive plan.

The central actor in each local plan for change can be called the "Change Agent". This person is invested with the authority of leadership in the area to be changed. It becomes his/her duty to clearly define the nature and dimensions of the local problem from the perspective of both the local school council as well as the school board. It is to be stressed that representatives of all segments of the school population should be encouraged to have input. Once the local problem has been clarified and defined, an attempt should be made to reduce the problem to its components in order to evaluate the interaction between the problem and the proposed modifications.

Initially, a great deal of responsibility for the success of the plan lies with the change agent. In his/her presentations and discussions he must, of necessity, display a comprehensive grasp of his subject. She must be prepared to demonstrate how the plan operates to correct some aspect of the local problem. She must highlight its advantages and emphasize its goals. A series of meetings followed by question and answer periods will be needed before a clear idea will emerge as to the nature of the proposed change and what is required in terms of personnel to make it function. However, before presenting the details of any plan aimed at initiating changes in the program, it may be well to adopt some general

employment strategies.

In reviewing candidates for each role, consideration must be given to the problem of matching the personality and abilities of the candidate to the role description. The performance of the individual should be scrutinized carefully to minimize variations in performance which might bear adversely on the results the program intends to attain. This control provides the management process the potential for standardizing behavior and enhancing opportunities to achieve goals.

Each role player must understand his role as it relates to other roles and the importance of this interrelationship. It is this understanding which transforms the "dress rehearsal" into the "play" as the concept of the plan changes into the reality of the plan.

The current school reform effort, as well as the literature, reveal that changing "from the way we used to do it" can be painful and difficult, at best. But the change becomes more bearable if the players involved have a stake in the results as well as a role in the initial planning and implementation.

A task proposed for this presentation was to delineate a particular plan for change that was effective in the principals' respective schools and a description of such a plan at Ross Elementary/ Cockrell CPC follows.

Upon receipt of the results of the Illinois Goals Assessment Test, the staff met to review the same. It was determined that the major deficits were in computation and problem solving in math and comprehension in language arts, particularly at the third-grade level. A brainstorming session ensued, in which it was decided that the problems just be addressed at all grade levels, not just those with larger deficit problems. Each grade level group was charged with reviewing the IGAP test, the Iowa Tests of Basic Skills and the Comprehensive Skills Tests to correlate the results in an effort to devise strategies to tackle the perceived problems.

After each grade-level meeting, the respective chairpersons and administrative staff met to share information and make suggestions for improving instruction. Additionally, questions and concerns were raised. After a series of such meetings, the following plan was developed:

1. Each grade level would concentrate on computation and problem solving skills in math.
2. An accelerated program for achieving third grade students would be initiated.
3. Every grade-level would concentrate on higher order thinking skills through research projects at the second and third-grade levels, and writing at all levels. In pre-school through first grade, whole language would be incorporated into the language arts program.
4. A gifted program would be implemented the following summer for the second-grade
5. In October of each year, a concentration on test-taking skills would occur biweekly through the simulation of formal testing techniques.

Each grade level chairman became a member of the Professional Personnel Advisory Committee (PPAC) which assured dialogue that represented the input and concerns of all the staff. Although this was only a beginning, the process of planning for change made it much easier to incorporate the PPAC into the school system. The staff's development to effect this program change was reflected in the results of the 1989 IGAP, which showed significant progress.

14B

Panel II

Management Techniques in a Multi-Cultural Environment

Presenters:

Sally Acker	Principal, Frederick Funston Elementary School
Leonard Dominiguez	Principal, Eli Whitney School
Karen L. Morris	Principal, Maria Saucedo Magnet School
Beverly Tunney	Principal, Robert Healy School

Moderator:

Eva Helwig	Principal, Inter-American Magnet School

Introduction

The multi-cultural environment is one that demands special attention to the psychological and emotional well-being of the students and their parents to create an educational atmosphere that promotes strong self-concepts while celebrating diversity. These admirable academic leaders express their particular philosophies, goals and methods that have worked to enhance the learning experience for these children of diverse heritages and to extend the self-pride obtained in cultural learning towards self-pride in educational achievement. The following questions have been addressed to describe how this has been achieved.

(1) How is a positive student self-concept developed as a foundation for a successful multi-cultural environment?

Addressed by Karen L. Morris

(2) How are the "Arts" used as a means of communication and education in the multi-cultural environment?

Addressed by Sally Acker

(3) What cultural activities can occur within a school to generate other-cultural awareness and appreciation?

Addressed by Beverly Tunney

(4) Is there a philosophical focus or concept in education that needs to be addressed more fully in a multi-cultural educational situation than in a traditional one?

Addressed by Leonard Dominguez

KAREN L. MORRIS—Saucedo Magnet

How is a positive student self-concept developed as a foundation for a successful multi-cultural environment?

A strong, individual self-concept is the most important element in creating a successful multi-cultural environment. Children need to know who they are first before they can appreciate the difference in other racial and ethnic groups. Saucedo Magnet takes a strong stand in developing a positive self-concept in the primary and intermediate grades. Work with the children is focused on their individuality as people and then, on their racial and ethnic heritage. Children need to know that their heritage is very rich.

A strong emphasis has been placed on presenting materials that are multi-ethnic and multi-racial to enable children to experience their heritage from a multi-sensorial perspective. Investing in stimulating materials enables the children to connect visually, geographically, tactilely, etc. with their own or their ancestors homelands, to demonstrate cultural artifacts, and to stimulate further research.

The understanding and appreciation of heritage is integrated into the writing, reading, and fine arts programs and the area of social studies. The staff at Saucedo Magnet are strong believers that the first step in multi-cultural appreciation is learning one's own culture and racial heritage. Primary children interview their parents and grandparents. They also go out into the community to conduct interviews, integrating the language experience.

The Anti-Defamation League has provided valuable assistance in working with the upper-grade children. The league presents a wonderful, free program with teacher and student training called "A World of Difference." All teachers participate in school conferences with all seventh and eighth graders, facilitated by the Anti-Defamation League, which examines stereotypes and prejudices and explains how to learn about other people and their cultures. Children become much more accepting when they learn that some of the things that are attributed to certain racial groups are really stereotypes and not what the individual or his heritage represents. Parent involvement in these programs is critical also, to create change in attitudes towards prejudice and stereotyping, to reinforce cultural pride, and to provide interest in other cultures.

Chicago is a wonderful resource for multi-cultural activities, and Saucedo takes full advantage of what the city has to offer. The Anti-Defamation League uses Chicago as an example of a true melting pot. Students study the immigration patterns and the many different groups that reside in Chicago. Chicago hosts many fine museums that represent a great variety of racial and ethnic heritage. The Mexican Fine Arts Museum and the DuSable Museum are just two examples where students visit on field trips, which is encouraged at Saucedo.

Finally, to fully enable children to gain a strong self-image and cultural self-concept, staff development and parent development is essential. Staff at Saucedo in this past year attended the KOHL Institute for training, a reading and literature conference at Mundelein College and will

attend the Malcolm X Conference on multi-cultural education. The award money from the Whitman Corporation has funded many of these staff development experiences. It is imperative that, for children to become accepting of themselves and others, the adults in their lives need to experience the same acceptance of self and others.

SALLY ACKER—Funston Elementary School

How are the "Arts" used as means of communication and education in the multi-cultural environment?

Funston School is located in an economically and culturally deprived area. Funston is a multi-ethnic, multi-racial school. Its make up is 52% Puerto Rican, 26% Mexican, 13% African-American, 5% other Hispanic, basically composed of Guatemalan, Ecuadoran, El Salvadoran, and 4% White. These culturally diverse children need positive reinforcement and self-esteem advancement. They need exposure to the larger world. They also need the skills that will enable them to succeed in school and life.

Primary teachers realized that children were coming to school without the experiential background necessary for vocabulary development. Many parents were recent arrivals to this country and lacked the knowledge of the city or the resources to take advantage of the educational opportunities available outside the immediate neighborhood.

Several years ago the idea was born to use the Fine Arts to motivate students. This program has continued to grow and flourish. At the beginning the P.T.A. and the Local School Improvement Council were involved in its formation. Now the LSC is committed to continuing its success. This program involves the entire student body, the entire faculty and staff, parent volunteers, the Fine Arts coordinator, and personnel from many institutions throughout the city.

The Fine Arts have been viewed by some educators in terms of "enrichment" areas, and often have been neglected in favor the the "Basics." Budget cutters have treated the arts as "frills" and have cut them from the curriculum along with gifted programs whenever finances became a problem. However, recent research has shown that the arts are a valuable teaching medium through which many educational skills can be developed.

The arts have a built-in enticement—a creative and thought-provoking quality that engages youngsters and sparks their interest. Seeing, hearing, moving, touching and feeling become ways to motivate students to want to learn.

The goals of the Funston Fine Arts Program are:

1. To improve reading skills
2. To improve school attendance through motivational and attitudinal changes
3. To promote increased parent involvement
4. To in-service teachers on how to use the arts as a teaching tool
5. To bring out special talents in the arts that the children may possess and to foster these talents
6. To bring about an awareness and appreciation of cultural diversity through the study of various art forms.

Meetings were held with parent groups to explain what Funston planned to do with the Fine Arts Program. In-services were held with faculty to explain the program and to demonstrate ways that the arts could be incorporated into the curriculum, i.e., not as "separate" subjects, taught once a week, at best.

The Fine Arts program has a chairman that coordinates the activities. Each classroom teacher is involved. Parents are encouraged to accompany their children on school field trips and act as chaperones. By sharing these educational experiences, the parents learn about cultural centers and activities available to them in the city. They go beyond the confines of their own communities and find out what the city has to offer. Parents are also involved in school support programs as volunteers to help where needed. Parents that are too shy to come to meetings because of language or cultural reasons have come to help sew costumes. They have discovered friendly faces and have returned, joined groups, and have become enthusiastic volunteers and supporters of the school.

Perhaps the clearest way to communicate the scope of the Fine Arts program is to simply list some of the accomplishments as follows:

The Junior Ensemble Espanol has been created. It is a joint venture between the Ensemble Espanol of Northeastern Illinois University and the Funston School. This is a program for children interested in preserving their cultural heritage and who wish to learn flamenco, folkdancing and ballet. It has been funded by various grants. The group performed for a series of Youth Concerts at Orchestra Hall. Many present and past members have become professional dancers. The children rehearse after school, several days each week and also at Northeastern.

Under the direction of muralist, Lynn Takata, and Funston's own art teacher, Kenneth Klopack, a permanent mural was created outside the main office by students from all schools in District 3.

The muralist, Lynn Takata, chose a fifth-grade class to be involved in a special project with the Lincoln Park Zoo. The children designed sculptures of animals for the newly renovated Children's Zoo. Seven of the best are on permanent display in the Children's Zoo.

As many as eight children each year qualify for the Board of Education Gifted Programs. Four children are currently enrolled in a bilingual gifted program which is a pilot program at the Art Institute (1/5 of the total class!) and three others attend an art program at the Terra Museum.

The Junior Great Books program is a strong program at Funston which provides critical thinking skills to the student.

A liaison between the Expressways Children's Museum and Funston school has been established. Parents had the opportunity of a special evening visit to the museum. Six student classes participated in a special artist-in-residence program working with a contemporary sculptor, Leo Sewell.

Funston subsidizes and sponsors through grants ballet lessons one morning per week taught by members of the U.S.A. Ballet Company. Students give an annual performance for parents and the rest of the school.

The A.R.T. program has been a part of the Funston School curriculum for several years.

Through an arrangement with the Music Department of Northeastern University, a community outreach program servicing children in grades three through eight, offers piano lessons to interested students. The university is furnishing Funston with a piano lab and a teacher. Three piano classes meet on Saturday mornings. The program is funded by the Winona Corporation and the students.

These are just some of Funston's highlights which show how, through the Fine Arts program, the school is attempting to meet the goals originally stated. Because this is a multi-faceted program, it is difficult to measure exactly what the results are, but in summary:

Goal I—To improve reading skills—Iowa test scores revealed that the students are gaining, especially in vocabulary skills. Funston was not listed as an at-risk school last spring, although most of the schools in the area were.

Goal II—To improve school attendance—Funston's student attendance for the years from 1986 to 1989 ranged from between 92.5% to 93.2%. Each month Funston has 350 to 450 students with perfect attendance.

Goal III—To promote increased parental involvement—As explained previously, parental involvement at Funston has increased dramatically.

Goal IV—To inservice teachers on how to use the arts as a teaching tool—Teachers have participated in many inservice programs, university conferences, and pre- and post-activities involving field trips.

Goal V—To bring out special talents in the arts and foster those talents—This is one of the most successful components of the program. In addition to the previously listed accomplishments, Funston has had more medal winners at the District level than any other school in the annual Academic Olympics with competitions in the areas of oratory, essay, math, and the Academic bowl. It supports the idea that exposure to the larger world and participation in the many offered activities have a direct correlation to these successes.

Goal VI—To bring about an awareness and appreciation of cultural diversity—Cultural pride and awareness is obvious at Funston. It is interesting to note that students join groups cross-culturally. Black and other non-Hispanics have dance with the Ensemble Espanol, and have learned an appreciation and respect for artistic expressions of other cultures.

The success of incorporating the Fine Arts into a multi-cultural educational plan to instill cultural pride and awareness and ultimately increase student achievement has been proven to be successful at Funston School. Emphasis on the Fine Arts will continue through expanded programs and activities.

BEVERLY TUNNEY—Healy School

What cultural activities can occur within a school to generate cultural awareness and appreciation?

The Healy School boasts a very ethnically diverse student population. There are 38% Asian students that speak Cantonese or Mandarin (very diverse within themselves), 28% White, 27% Hispanic, predominately of Mexican heritage, and 7% African-American. The school is located in the Chicago neighborhood of Bridgeport, creating a very dynamic mix of children. The major goal of the administration at Healy is to make school a wonderful place to attend.

The staff at Healy works hard to make it an exciting place for learning and experiencing the riches that a variety of heritages have to offer each other. The staff itself is ethnically diverse and therefore participates in special events that revolve around ethnicity. Teachers prepare foods indigenous to their nationalities on special ethnic holidays. For example, on the Cinqo de Mayo, the Mexican teachers prepare a breakfast for the faculty and decorate the library. The lunchroom manager prepares a menu featuring food from other countries. On Chinese New Year, again, there is a huge Chinese breakfast. On Martin Luther King's birthday, there is a celebration of Black history. As a result of these events, the children grow to respect, understand and appreciate each other and other cultures.

Parental involvement is also a wonderful resource for the Healy School-Community. Parents can feel basically insecure upon walking into a school building. The most important thing is to make them feel welcome. Programs are held at least three times a year that are for ethnic parents only, meaning those that speak little or no English. The first thing that the teachers do is to read with them and, in their own language, tell them how important they are because basic education, the love for education, the respect for education comes from the home. Work with the parents is done in small groups to get them to become involved. Parents are then assigned duties that they accept because they understand that the school needs their assistance and because they are too shy to volunteer. Programs are developed that do not involve fluency in English. For example, there is a writing parents program where the parents come in and tell stories in their own language. The children write down the stories and illustrate them. Or, in reverse, the child will dictate a story in the parent's language and the parent will write it in that form. This helps enable one of the literacy goals to be achieved. Grandparents have come to the school and shared information about the country that they emigrated from and how they came to the United States. This has resulted in cultural sharing at all age levels.

The administration and staff at Healy school believe in the importance of instilling in students a sense of identity and to endow in them an appreciation of what each group has contributed to making our nation great.

LEONARD DOMINGUEZ—Eli Whitney School

Is there a philosophical focus or concept in education that needs to be addressed more fully in a multi-cultural educational situation than in a traditional one?

The ethnic makeup of Whitney School is predominately Hispanic—97.4%—of which 98% of those are of Mexican descent. The other 2% are Arabic or White, mostly of Slavic heritage. The concerns are not as involved in multi-cultural programs as they are with addressing the needs of Hispanics. Yet there are important details that can make a marginal difference in terms of educational excellence, whatever the culture, whatever the background. The fact that the principal of the school himself is an Hispanic demands that the example of a role model be particularly respected in his dealings with all concerned, i.e., staff, students and parents. The underlying concept or basis of the educational philosophy at Whitney, as exemplified by the principal and promoted to the staff is the concept of "en loco parentis."

If the administrator and staff of a school fully understand the idea that they are functioning in place of the parents, then their expectations for the school, for the staff themselves and for student achievement will express a demand for excellence and individual concern equivalent to the expectations of a parent. This focus is perhaps even more necessary in an educational situation where the parents themselves are immigrant and lack the education, the cultural background of this country and bilingual fluency. These parents may not be able to communicate their hopes and desires for their children as well as other parents can, yet their expectations are as deep as any loving parents' can be. An awareness of the plight of the parents in this situation needs to be understood by those teachers responsible for their children for so many hours a day. The frustration and even fear in the face of limited communication that these parents may feel must be taken into great consideration and the "en loco parentis" concept must be taken seriously.

The idea of the phrase "as if they were your very own" is a critical one because expectation is directly correlated to achievement. An understanding of this concept and the process of employing this as a focus then naturally involves the parents by educating them to expect more of the teachers and principal, of their children and of themselves. Parents learn not to be surprised if their child has a lot of homework or if their assignments necessitate bringing their children to the library. It becomes a two-way street for success in that any parent that demonstrates more concern for how their child is doing in school will create a situation where that child will get a little more attention if there are any problems. If the teacher knows that the parent is clearly interested in his child's welfare and progress then that teacher becomes more invested as a result of the parent's investment.

As stated previously, there are important details that can make a difference in terms of educational excellence. At Whitney School it becomes clear that the commitment to act as a parent is an underlying principle. The bilingual transitional program is viewed as vital to create understanding towards a common goal.

The program at Whitney operates effectively with the commitment of all the faculty and staff. It is well-planned and operates with clear continuity.

Compliance with legal requirements for medical/dental examinations and inoculations is achieved with the assistance of a teacher aide who contacts parents, explains the requirements and assists the parents in every possible way to ensure compliance.

Attendance is a priority. Prompt notification of a parent of the absence of a child is routine. A staff member is assigned to call parents if a child is absent. The principal is notified of any case that is a possible truancy case for proper referral to the truant officer.

These details and many others, together with the focus on the Spanish language program, are designed and developed not only as multi-cultural training for the children in terms of their own culture and other cultures, but as a comparative learning experience that leads towards critical thinking with a focus on improvement.

Panel III

Utilizing Parents, Business and the Community as Resources
Morning Session

Presenters:

Donald J. Moran	Principal, Ulysses S. Grant School
Alice P. Peters	Principal, Bernhard Moos School
Mattie B. Tyson	Principal, James W. Johnson School
Catherine M. Wells	Principal, James B. Farnsworth School

Moderator:

Marie T. Sloyan	Principal, Rudyard Kipling School

Introduction

These four distinguished panelists address the topic of utilizing parents, business and community as resources, sharing some extremely valuable knowledge in an area of common interest for all principals. They realize that the utilization of resources is no longer a luxury but a necessity and describe how they have been successful in selecting and securing the support and commitment of these important partners in education. The following questions have been selected as a focus for these principals to impart their experienced information.

(1) Can a coalition of parents, community institutions, and a school turn a poverty-stricken area into a vital community, united to increase educational achievement?

Addressed by Donald J. Moran

(2) How are resources selected to benefit a school?

Addressed by Alice P. Peters

(3) Is a principal's visibility an important element in obtaining parental, community, and institutional support ?

Addressed by Mattie B. Tyson

(4) How are partnerships with parents, businesses and the community developed?

Addressed by Catherine M. Wells

DONALD J. MORAN—Ulysses S. Grant Elementary School

Can a coalition of parents, community institutions and a school turn a poverty-stricken area into a vital community united to increase educational achievement?

The topic of utilizing parents, business, and the community is nothing new. The pro-involvement prospective emphasizes the natural and necessary connections between individuals, groups and organizations. The success of our schools in providing our children with the maximum type of effective education is dependent upon the relationship among parents, business, community members and the school. Parents, business and community are significant influential factors in children's learning. The schools need their involvement. They share responsibilities with the school that are complementary and connected. Each is a significant institution within itself. It is the school's responsibility to enlist them as educational partners. There must be a genuine effort to involve all in the educational process of our children. Together, parents build a community and its school, and design programs that will meet the rising expectations of our society and promote learning.

The Rockwell Community Inter-Agency Network is a coalition of over thirty organizations throughout the city and has proven to be one of the most effective educational partnerships an administrator could experience. Grant School is in Rockwell Gardens, one of the highest poverty areas in the city, with the highest crime rate in the CHA developments for the last two years. The Rockwell Community Interagency Network was founded in September 1989 by a union of health and human service agencies, community organizations, and the Grant School, out of desperation. Gangs had taken over the neighborhood a little less than two years ago. The Inter-Agency Network includes organizations ranging from the Salvation Army to the City Colleges of Chicago. It was decided that the mission of the interagency network was to improve the quality of human life in the Rockwell Gardens community, to enhance self-reliance, to improve self-esteem, to provide educational opportunities, and to promote more effective utilization of the network services for the community.

The Network meets monthly to decide and review objectives and programs. Many objectives were formulated by the Inter-Agency Network. The main objective was to provide youth in the Rockwell community with positive activities as an alternative to gang involvement and drug use and abuse. Another critical objective was to provide a tutoring program with the purpose of increasing the academic achievement levels of the students in the Rockwell community. Another goal was to involve adults by providing adult education programs for the purpose of training young adults to qualify for college and/or job training programs. The Interagency Network also desired to provide basic skills in sports to enable youth to understand the relationship of sportsmanship to daily living experiences as opposed to gang rivalry and involvement. Further, the network wanted to provide arts and crafts that would help these young adults achieve a well-rounded experience.

One of the first things that the Interagency accomplished without any funds was to develop

programs to get Grant School open in the evening, which was unheard of then, because of the gang problems in the area. A proposal was jointly drafted by three subagencies and the school asking the Chicago Board of Education to pay the engineer's salary to keep the building open and a salary for a program director, who would be a school staff member to maintain security. The Board approved the proposal. Now these salaries are being paid by one of the community agencies or businesses. The evening programs now include a basic education program, a GED program, a recreational program, a fine arts program of dance, art, music, and drama, and will soon see a computer lab with a total curriculum involving adults and children paid for by one community institution or another. A "Parents Helping Their Children" program of weekly workshops was instituted. The Lighted School House program involves more than 100 adults and more that 400 children.

Involving the community does work. Educators need to feel responsible. They must accept the responsibility as the professional leader of a school to determine what is needed for the students of that school in the light of the community that it exists in and to go after it. By example and action, educational leaders need to remind students, staff, parents, and community that the one disgrace in life is not to fail, but never to try.

ALICE P. PETERS—Bernhard Moos Elementary School

How are resources selected to benefit a school?

It is not difficult to find resources for a school if one begins by borrowing from her own experience. The most accessible resources, of course, are the parents. Their interest and involvement are already available and one does not need to travel far to enlist parental assistance. It can be determined, through a variety of means, which parents have special skills or talents to offer if approached properly by the principal or staff.

Moving beyond the confines of the institution, the next step in selecting resources is to assess the neighborhood within walking distance of the school. What kind of community surrounds the school? What kind of businesses are there? Is there a library? What kind of neighborhood agencies or city-wide agencies exist? Perusing the local newspaper is a worthwhile endeavor to obtain information about the neighborhood and its interests and to determine if the neighborhood is organized in any way. These simple searches provide an excellent basis for selecting resource opportunities for the school.

The bulletins and notices that arrive in the mail offer very many opportunities to secure grant monies. Although the mail a principal receives is voluminous, a quick perusal for resource ideas and grant opportunities can occur, with the best possibilities set aside for grant writing at a later date. There are so many resource opportunities available, all a principal needs to be is open and aware and ready to take advantage of what is offered.

An abundance of resources can create the problem of having enough time and energy to follow up on them, which makes networking a necessity. An opportunity such as this Whitman Conference is an excellent networking activity. Both ideas and people can be cultivated for information and assistance through this type of sharing.

When selecting resources such as the parent resource, an organization of effort must be maintained. At Moos School, the philosophy is inclusive rather than exclusive. Parental involvement is high at Moos and the administration had to go beyond the LSC group to reach all parents that desired involvement and input. A structure had to be created so that all of the parents felt they were being heard. At Moos there are really about four LSC's. There are four groups of parents that are powerful and need to work together. A parent resource team was created, composed of the six LSC members and the other parent leaders in the school, the committee chairpersons. This parent resource team meets monthly with the principal and is the strongest supporter of the school and the LSC. This has proved very successful and more parents feel represented. It does not make decisions, but it makes recommendations. The role is clearly understood, parents have been organized to work together, and many problems have been avoided.

Once resources have been selected, planning how to use these resources, organizing and structuring them, and monitoring their success are important duties. At Moos, resources are chosen that will benefit not only the students, but the teachers, parents, and principal as well.

Monitoring the progress of resources is a very important aspect of the principal's role, even if it is a delegated assignment. Resources must be assessed annually for their effectiveness. At Moos, for example, it became evident that the city college evening classes needed to be cancelled for this year, not because it was not a good idea, but because very poor teachers had been sent to lead these classes and it was not proving to be a beneficial program. Perhaps, next year, these classes may be reinstituted in a different manner. Any program can be tried and assessed, dropped, revised, and offered at a later date. Unless a program continually proves its success, it is important not to just keep doing the same thing over and over again if it is not achieving its goal.

Lastly, college, university and other academic resources are always available to assist a school. Moos is currently involved with DePaul, University of Illinois and the Erikson Institute. A $100,000 a year grant has been established with the Erikson Institute to work with the early childhood teachers in a teacher-directed child development program.

A variety of resources abound if one is open to finding them. Even a local grocery store can be involved with a school. Parents' groups can be developed for their talents and leadership and can become a major force in the community. A sense of pride and ownership in the best interests of the school can be instilled among the parents, business, and community which, in turn, can open many more doors for resource opportunity.

MATTIE B. TYSON—James W. Johnson School

Is a principal's visibility an important element in obtaining parental, community and institutional support?

One of the greatest resources for a school is the parent because they are there at all times. The most effective means a principal can employ to obtain parental involvement is through visibility. It is important for an administrator to be as available and accessible as possible so that parents can physically see and come in contact with the leader of the school. When a principal places himself near the front door at the start of the school day, parents can be engaged in conversation as they drop their little ones off. Parents should be invited into the schools informally to increase their interest and to involve them in the volunteer program. Parents that cannot be met at the door daily can be contacted by telephone to establish and maintain a connection with the school.

Another "old fashioned" method of contact to secure parental involvement is the home visit. This approach must be taken slowly, particularly if the school is in an inner city neighborhood. Parents may not initially open their arms or their doors to welcome a person of authority into their home, but if an attitude of genuine concern is extended, eventually an appreciation for that interest will be realized.

A rather innovative program to include greater parental support instituted at the Johnson School was the addition of special night sessions for fathers or significant male members of the family, an important aspect in the typical single-parent environment of an inner city school. All parents and significant others are encouraged to attend the parent meeting. Presence at these meetings offers the opportunity to be chosen parent of the month. This past month the first male parent had been chosen for this award. The selection of the parent for this honor is not necessarily dependent upon which parent had volunteered the most time. Anyone present at a parent meeting is eligible.

Parental commitment is further secured at Johnson School through contracts. All parents sign contracts in September that promise commitment to supporting educational programs, and assurance that their children come to school on time, ready for work, healthy, etc. The contract is simple, with no more than eight or ten items, but it has created an effective connection for parental support.

A training program for parent volunteers exists at Johnson funded by the Joyce foundation for the Family Study Institute. Quite a few parents have completed this program. As a result, the Family Study Institute will pilot a program without cost for the next three years.

Parents are the primary resource for school support, but not the only one, by any means. The use of the approach of administrative visibility can be extended out of the school to instill within the minds of the parents and the community that the principal is a reliable, constant source of security and commitment to the students, the school and the neighborhood. Walking through a neighborhood, particularly an inner city one, is an effective measure to generate community awareness.

Johnson school has reached out to many other institutions and individuals to act as vital

resources for the school. They are called the Johnson Partners and include some of the following:

The Amoco Chemical Corporation in Naperville, Illinois has instituted a science program called the Amoco Chemical Excellent Students Program. In this program, the school is paired with the Education Department of North Central College. College students from Naperville come to the school once a week and tutor the children. The children involved go to Naperville on Saturdays. This is a beautiful working relationship which has been expanded into a three week summer camp.

The Leeds Candy Corporation has funded the school basketball team. Johnson's team lacked uniforms. Leeds provided these and also incentive awards for perfect attendance, and counseling for drug and alcohol abuse. Leeds has also provided the school with candy for holiday activities.

The Lawndale Mental Health Center is another Johnson partner. They send counselors to the school once a week to work with troubled youngsters.

Douglas Park, of the Chicago Park District, has been another wonderful resource for the school. Although located across the street from Johnson, the facilities were not being used because the children were afraid to go there due to gang activity. Teachers at Johnson were paired together to walk the children over and supervise them in programs that are already provided. Douglas offered their facility this past summer for a three-week self-esteem program. About 60 children came to that field house every day from 9:00 to 1:00 for three weeks in August.

Individuals have proved to be tremendous Johnson partners. Micky Johnson of the Chicago Bulls comes into classrooms and gives inspirational talks with older children and creative storytelling with the younger children. Joseph Foster, an individual from the neighborhood who had spent time in the Joliet Correctional Center, is a very intelligent young man who steers the young boys away from a life of crime. Father Ivers, a priest from the local Catholic parish has worked with Johnson to establish an excellent relationship with the Catholic school, which traditionally has been a source of rivalry. Working with Father Ivers has enabled Johnson School, together with the community, to have a building rehabbed and abandoned buildings torn down.

As an point of interest, another special resource in the area of obtaining supplies and materials is the NAEIR Program. This wonderful program eliminates the need to purchase supplies and materials that are needed in the daily operation of the school. NAEIR stands for the National Association for the Exchange of Industrial Resources, a non-profit organization that uses large purchased donations from companies. For a yearly membership, all the materials that a school would desire are obtained and the investment of the fee is returned ten to twenty-fold. Four catalogues are received and ordering can be done four times a year to order in unlimited amounts. Resources are available. Seeing what is clearly available and ready to be reached out to can be accomplished by returning that visibility. This visibility is a key to enlisting and maintaining the kind of support from parents, business and community that the Johnson Partners have offered.

CATHERINE M. WELLS—James B. Farnsworth School

How are partnerships with parents, businesses and the community developed?

The goal of utilizing parents, business, and community as resources is an attainable one. If an administrator is fortunate enough to have a highly professional staff that is receptive to the concept, is willing to go the extra mile, and is confident in their role as teachers, he has a good head start. If the school is perceived as a place where learning is considered prime and team work is an on-going practice, then one is on the road to reaching the objective. But even without these assets, with perseverance and foresight, there is always hope. The principal, herself, may have to go the extra mile. The key to success lies with the administrator.

Human beings create effective schools. The principal can lead, but no one ever gets to first base alone. Only through cooperative efforts can one move on to better things. Parents, business and community groups have to be respected as peer groups. As the theme for American Education week states, "Educating Everyone Truly Takes Everyone."

Parents, on the whole, desire to be involved. As parents are the primary resource for a school, parents do make a difference. It is up to the administration and staff to show them how. A bond must be established, partnerships need to be developed. Programs and projects have been organized at Farnsworth that have proved successful for tapping the parents resource well.

The first project to invite parental partnerships in their children's education was begun by one teacher and is now a school-wide project. At the beginning of the school year a very newsy, concise letter is sent to the parents. It includes the following:

-Informal introduction
-Techniques for working together
-Homework log
-List of supplies
-Request from the teacher for help from parents

The teachers tabulate the responses and organize the parents into clusters, taking into consideration their expressed preferences. Some of the responsibilities that parents have assumed include chaperoning field experience, planning special events and volunteering to work in the class on special projects being developed in the curriculum areas. The bond has begun to be established with parents for the school year.

At frequent intervals throughout the year, a letter is sent home from each classroom which delineates a running account of interesting classroom activities, homework reminders, explaining how parents can help in a subject area, information on special projects, and any other pertinent classroom information. Recognition is always given to parents that have assisted in any way. The frequent correspondence encourages others to get actively involved. The slogan of this project is "Give the Gift of Your Time."

A second parent project is the Room Mother Corps. Previously, room mothers were chosen by various organizations. "Room Mother" was merely a title and the people named were used ineffectively. A change has occurred, whereby, the room mothers are now chosen by the teachers, as they realize the capabilities of their parents and thus have expanded their role. Parents are receptive, because now the title has meaning. They are an integral part of the classroom and the underlying school philosophy—Work for The Children—is hereby fostered.

Another successful parent project instituted at Farnsworth is an on-going program where parents and grandparents, aunts and uncles share either their expertise in their profession or their inherent talents with the children. The presentations are specifically related to the curriculum areas and may last for one or more sessions.

There also exists a parent corps who perform specific tasks on a regular basis, i.e., laminating, working at the school store. Many of the school's special events are guided by parents.

Because parents are education partners, new avenues are always being sought to involve parents because they provide a special dimension to the educational programs. A few of the programs that have been arranged include a Parents Go Back to School Program, Parent Workshops on How to Study, and Grandparents Day. A Support Group for Special Education is being currently organized.

Parents active in the school are on the inside. They are right on the scene. They share with the principal and the staff the everyday happenings. They develop a sense of ownership. They desire to work cooperatively for the common good. A sense of belonging is a valuable ally. Parents concerns are greatly reduced.

A business partnership is another important ally in expanding the knowledge base of the students and in supporting the educational environment. Business is well aware that the degree to which the educational process is successful has a direct bearing on the caliber of their future work force. A well-trained employee group is necessary to help businesses remain competitive. Presently, Farnsworth School has two businesses that are pivotal to the school's growth. A small real estate company has adopted the school and its input has been noteworthy. Periodically, the manager meets with the school staff and plans activities. Some projects have included:

-Utilization of math concepts in business developed into actual lessons
-Development of a modified newspaper
-Special activities related to Primary Social Studies
-Safe Way to School
-Dioramas of homes in the community

34 A very successful project has been the weekly visit of four upper grade pupils to the real estate office. The students assumed the role of the employees and then presented an activity for the class.

Another business that supports Farnsworth arranges for classes to visit the work place. Tours include an explanation of the work of the various sections. Mock interviews are also scheduled. Frequently, representatives from the personnel department visit the school and discuss techniques for handling job interviews.

Lastly, the community serves as a resource in several ways. A local church has permitted use of its facilities for specific social events. To augment the several divisions of Special Education at Farnsworth, the River Grove Lions Club has proved to be an important partner by responding to the school's needs for specific materials and by presenting two students from the Visually Impaired section with educational hardware every Christmas. The Mayfair Kiwanis has organized an awards program for the entire school. At present, contacts are being developed with area hospitals, day care centers and churches to make them aware of the existence of Farnsworth's Early Childhood Divisions, and informing them of the guidelines and procedures for acceptance into the program.

New community resources must always be sought. The best informants for knowledge regarding continuing community and business contacts with the school staff are the most valuable of all resources, the parents themselves.

Panel III

Utilizing Parents, Business, and the Community as Resources
Afternoon Session

Presenters:

Edith Sims-Davis	Principal, George H. Corliss High School
Diane J. Maciejewski	Principal, Edgebrook School
Sylvia L. Peters	Principal, Alexander Dumas School
Donald J. Schmitt	Principal, Martin A. Ryerson School

Moderator:

Janice Todd	Principal, Richard E. Byrd Community Academy

Introduction

The topic of utilizing parents, business and the community as resources for the growth of a school has been chosen by the above named presenters because it is an area in which they all share admirable expertise. These four principals have a commonality in philosophy in that they realize that a school is not a separate entity within itself, but an intrinsic element of an educational community with ever-expanding boundaries. It is an imperative for all these principals that the parent community, together with the local community and its businesses be accessed to insure the betterment of the educational process and environment of the school. These principals offer examples of resource efforts and the innovative programs those resources have provided or supported that have proven successful in their individual school. The following questions were foci for their discussions:

(1) How can goods, services and funding of corporations, foundations, city agencies and cultural programs become important resources for a school?

Addressed by Donald J. Schmitt

(2) How can parents become successful partners in the operation of an urban high school? Can this effort be expanded to include the private sector?

Addressed by Edith Sims-Davis

(3) Can volunteers really become effective tutors in the local school? Can educational goals be realized through an artistic project?

Addressed by Diane C. Maciejewski

(4) How do the personal attributes, the philosophy and the sense of mission of the principal affect the formation of a successful coalition of the school, parents and the community?

Addressed by Sylvia L. Peters

DONALD J. SCHMITT—Martin A. Ryerson School

How can goods, services and funding of corporations, foundations, city agencies and cultural programs become important resources for a school?

Networking and sharing knowledge and experience lead to achieving improvement in the student's education. By sharing information on programs through networking in experiences such as the Whitman Conference, the most effective means to achieving this improvement can be made known. Programs described in this presentation that have been implemented at Ryerson School have had an effect on the school climate. And ultimately, the school climate affects the education of the students. Within the programs to be mentioned, it will become clear that resources are available through good sources of services and funding. It also must be mentioned that, to quote a poem, "On diving into the ocean and finding no pearls, blame not the sea, the fault is in thee," or in other words, the more time and energy an administrator spends, the more likely he is to find the pearls in the goods, services, and funding that is sought to help the children.

Goods, services and funding are available at free or reduced costs by utilizing many of the people and institutions that a city offers. Some of many include: parent volunteers, for which funding is possible through State Chapter 1, EOC, etc.; fine arts programs; cultural educational programs; museums of art, natural history, science, etc.(many of which have shared programs in which equipment can be brought back into the school); zoos; aquariums; and music institutes. The International Music Foundation puts on a program that gives recitals either in the schools or at other locations. The local high school is also an excellent resource for an elementary school by sending, for example, their band to promote their own school. Often, a high school shop department is more than willing to make items, such as nameplates, that can be an asset to a school in providing supplementary materials. The Chicago Teacher's Center has a public speaking person that can be called upon for a presentation. The Academy of Mathematics and Science offers conventions, workshops and expositions for science teachers. These expositions and conventions in themselves are opportunities to secure further goods and services. Ryerson was able to purchase a used video projector at a greatly reduced cost by networking at a recent exposition. Another convention provided the opportunity to purchase a computer writing program soft-ware package with an in-service for teachers, again for a substantially low price.

The Chicago Board of Education offers many resource options for a school that are there to be utilized, from staff development programs to proposal options with matching funds from state, federal and private foundations. The Board also makes available career awareness programs like the Adopt-a-School Programs by corporations, business and industries. Ryerson was adopted by Continental Bank through the auspices of DePaul University. Bank employees come out and implement a Math-That-Works Program in the school.

The Illinois State Board of Education can also be a valuable resource for a school. It offers

Retired Professional Service Corp that is available in which the state pays a stipend to the retired person to come out and assist in many areas and offer valuable advice or consultation for a school. City agencies can also provide importance assistance and support to a school. Law enforcement agencies have programs with in-services on gangs, drug problems, safety precautions, etc. for staff, students, and parents. The Fire Department, too, offers informative programs and exhibits. The Chicago hospitals are another source that offer information on career awareness in the medical field, and other related medical presentations. Libraries have a great volume of programs both in and out of the school. Lastly, city social services can provide informational programs and presentations for educational enhancement.

Foundations, such as Baird and Warner and Amoco, exist for educational advancement. Amoco operates a program that provides follow-up for students through high school and college with tuition benefits. The Donor's Forum at 53 W. Jackson is an agency that lists the foundations that can be approached for funding in specific areas such education, minorities, etc.

Utilizing business as a resource likewise can provide substantial financial, material, informational, educational and people support to a school. Business wants well trained workers and has an investment in furthering the goals of education. Business realizes that a collaborative effort among a school's staff, students and parents can only have positive results. Ryerson has had a Christmas tree donated by a local Sears store just for the administrator's asking. Other businesses have funded clothing, food and social activities for students. The saving of food labels for such businesses as Campbell's has afforded gym equipment. The Pizza Hut Book-It program is a popular success. Membership in the NAEIR group affords an unbelievable amount of materials for a school that far exceeds the initial membership fee.

Universities, through their education, monitoring and networking programs, are there to be utilized to their full advantage. DePaul, Roosevelt and Northeastern Universities are excellent educational partners.

To bring the discussion back to the local environment, neighborhood organizations such as the Boy and Girl Scouts have made it possible for Ryerson students to leave the inner-city for a week's free vacation at a camp with wonderful facilities that they might not have ever been able to enjoy.

Parents, of course, provide invaluable opportunity for resource as has been previously described in areas that are limitless. From classroom tutoring to fundraising, parental support can not be equaled for determining the success of a school.

Eventually, all the programs that can be utilized should work towards school improvement with the ultimate goal of achieving student educational progress. The opportunities for resources are vast and varied. Most are waiting to be approached.

EDITH SIMS-DAVIS—George H. Corliss High School

How can parents become successful partners in the operation of an urban high school? Can this effort be expanded to include the private sector?

Researchers and the media are constantly pointing out that schools are graduating students who lack the basic skills in reading, reasoning and interpersonal skills which prepare them to enter the job market. With a shift in the economy towards highly skilled, technical personnel there is an increasing need to prepare students with the education and background that will enable them to directly enter the world of work. High school students who enter the labor market unprepared are less likely to be successful in getting employment or being selected for internships or training programs that would enable them to acquire skills even while they are on the job.

The business community, private industry, and federal and local governments have many available resources and are anxious to work with schools to help them prepare students academically and socially to become productive citizens, not only in our society, but in a pluralistic society, also.

Research has shown that effective schools involve parents not only in school activities, but in ways that will enable them to directly participate in the establishment of policy relating to the curriculum, discipline, attendance, and in other decisions that directly affect the education of their children. Parents need to be more actively involved. They must not feel alienated but must become a part of the school. This can be done when the school communicates and demonstrates that the opinions of parents are needed, respected and appreciated. Parents should be a part of a government team which shares decision-making responsibilities and builds consensus among all who participate in the educational process.

At Corliss High School, a grand effort was made to increase parent involvement by planning and promoting parent activity which included their children. Parents were invited to attend and participate in a monthly PTA or local school council meetings. Representatives were selected from each division to participate in the the program. The principal discussed the goals and objectives of the school and other initiatives designed to improve school achievement. The initiatives included increased parent involvement, student attendance, and the signing of parent contracts. At subsequent meetings, parents of every freshman signed a contract guaranteeing that they would be responsible for the student's attendance, that they would provide a safe place for the student to work, and that they would cooperate with the child's teacher in homework assignments.

With an urban partnership grant, Corliss was able to get $30,000 to establish a parent cadre. This cadre consisted of five or six parents who report to the school regularly every day. They provide support for other parents who come into the school, assist classroom teachers in performing non-instructional tasks such as taking homework to ill students, grading papers, making and following up on telephone calls regarding tardiness or absence. The parent cadre meets in the school. A room

is set aside for the cadre where it conducts monthly meetings with other parents on such things as poor attendance, gang violence, drug abuse and planned parenthood. This cadre has been one success that involves parent partnership. The federation of achievement may be greatly enhanced through parent involvement.

Many changes have occurred as a result of parent involvement in school support and curriculum, but only a few will be highlighted. As a result of an urban partnership with the State of Illinois there now exists an atmosphere at Corliss of collegiality between the staff and the parents. The parents and teachers have learned to trust and respect one another, to rely on each other, and to work together. There has been a substantial decline in the number of suspensions for missing classes and absences. The students now seem to sense that both the parents and teachers care about them and their welfare.

A partnership with Chicago State University exists where the English faculty has participated in an educational program to help overage, underachieving graduated eighth-grade students that are ill-prepared for high school. In-services have occurred where the teaching of reading and writing across the curriculum has been covered. College tutors from Chicago State were matched with school peer tutors and are at the school four days a week for tutoring in English, reading, writing, and social studies. Students at Corliss are able to receive three hours of college credit in freshman composition or English literature in this peer tutoring program.

Many other successful partnerships have been formed. In a partnership with IBM, staff from IBM are sent to Corliss once a week to prepare students in resume writing or job training skills. They employ at least two of the students during the summer. They also interview and offer permanent employment to students who have maintained a certain grade point average and have a great attendance record. Chicago United funds another program called Job Readiness where a job is guaranteed to students who maintain the same criteria.

The private sector is rich in talent that can be an excellent resource for a school. Their human resources provide invaluable services and programs for academic incentives such as in the area of attendance. Channel 2, WBBM-TV has adopted Corliss which has enabled students to report the news and offer jobs with hands-on experience. Students through these partnerships have access to modern technology and equipment which a school could rarely afford, offering opportunities to inner-city students that they might otherwise never have. Business can not only provide financial support but also talent that can be called upon.

The local school council received $10,000 from the local community that responded to the problem of vocationally unprepared graduating students. A grand effort culminated in the instituting of a graphic arts program as part of expanded vocational programs. Another component will be what is called "a school within a school" or an at-risk school for students that are overage, have poor attendance and are more likely to drop out at 16 and which will address other society problems such as drugs and gangs.

Resources become available when the community at large finds that there is an effort being

made by a school, its parents and the local community to solve the problems that exist. Resources, such as Catholic Charities, often will contact a school that appears to be successful and committed to offer social work assistance. Visible commitment spurs further commitment to educational and vocational success and the circle of support can continue to expand.

DIANE J. MACIEJEWSKI—Edgebrook School

Can volunteers really become effective tutors in the local school? Can educational goals be realized through an artistic project?

Public school educators are expected to teach children to read, to write, to compute, to think critically, to develop their artistic talents, to nurture their sense of well-being and to help them develop a sense of self and responsibility. In addition to this overwhelming mission, educators are also expected to feed children, supervise their medical care and educate their parents on their role in the educational process. These tasks are accepted willingly, but in order to carry out these tasks effectively, educators must be willing to admit they cannot do the job alone.

Schools do not exist in isolation from their communities; they never have. Schools have always been expected to respond to society's needs and demands. Educators have been told what to teach and how to teach since the first public schools were opened in the colonies. Too often educators have acted passively, meekly adding courses to the curriculum without expecting the community to aid in the endeavor. It is time to bring community resources into the schools. Educators have a clear responsibility to seek and direct these resources in a way that school goals will be met. The first steps in accomplishing these tasks have been taken at Edgebrook School.

Two parent-community involvement projects have been enormously successful at Edgebrook School. Neither of these projects are grandiose. Neither of them involve a large sum of money. Both have helped meet the unique needs and goals of Edgebrook School.

The senior citizen tutor program began three years ago. It started with one lady who volunteered her services to the school after reading a request in the local paper for reading tutors for primary students. She had such a great experience tutoring at Edgebrook that she recruited other volunteers. Soon word got to the Edgebrook Women's Club about what the school was doing. The Club adopted Edgebrook School. Today, a dozen of these ladies each give between one and three hours per week to tutor the primary children. All the paperwork, such as processing applications, verifying T.B. test and scheduling is done by one of the volunteers. Another volunteer, a former teacher at the school, gives periodic inservice to the tutors so that the approach they take in tutoring complements the teaching techniques being used in the classroom.

Once involved in tutoring, the Women's Club developed a sense of belonging to the school. As a result, they have sought other ways that might help the school, such as working in the after-school program, purchasing books for the library and helping out the families of the neediest children with clothing and furniture. They have, in effect, become Edgebrook's grandmothers. . . looking out for the student's welfare as grandmothers do so well.

Another important benefit has come to the school as a result of the tutor program. The tutors enjoy the work and are exposed on a regular basis to all the exciting activities at Edgebrook. They

have become convinced that they are involved with a wonderful, caring and effective school. And most importantly, they have told everyone they know in the community about how great Edgebrook is. They have gone a long way in changing the community's faulty perception of a school "that used to be a lot better 10 years ago" to a school that is "possibly even better than the local Catholic school."

Since these women have become Edgebrook's ambassadors, other community members have reached out to help. When donations were requested for the new science lab, neighbors cleaned out their basements and brought many usable pieces of lab equipment as well as consumable materials for hands-on experimentation. One community member became so interested in the lab that he pledged $1,000 for each of five years to support hands-on experimentation.

The second project was the School Mosaic, in which the community was viewed in a broader sense. In this project, expertise and funding were solicited from the Bureau of Art, workspace and artistic techniques from the Lill Street Gallery and Learning Center, with additional funding from the P.T.A. and the Oppenheimer Foundation. In this project, each class, kindergarten through eighth grade, took a field trip to Lill Street. Here they were first given background information about sculpting and ceramics. Then, guided by the gallery's contributing artists, each child planned and executed his own eight by eight inch ceramic tile. These were later glazed and fired by the studio. When all classes had participated, the tiles were transported to the school where, with the help of artistic experts, they were arranged into a huge mosaic onto the first floor corridor wall.

In this project, two of the school's goals were being met: to increase the student's understanding of a particular artistic technique and to improve school spirit. The first goal was achieved most successfully. The second goal was met to a degree that was totally amazing. To this day, almost a year later, children still stop at the mosaic, point proudly to it and say, "I made that!" or "That will be here when I am as old as you!" The mosaic seemed to give the children the additional benefit of a sense of history, an understanding of their individual importance to the whole and the importance of working together cohesively to succeed. Because parents were reached out to and their efforts were coordinated with the artistic community, a private foundation and even the Central Office of the Board of Education, Edgebrook came together as a school, improved morale and enriched the students' lives.

Finally the most important lessons learned about community involvement are these:

1. No one knows a school needs help unless it requests it, again and again.
2. Volunteers need to be made to feel important and appreciated to continue their relationship with the school.
3. People want to be associated with a winner. If just one community member or organ-ization can be shown that the school is already a winner, the reputation will spread throughout the neighborhood and people will come to the school, wanting to help.

4. If a school wants to be on the receiving end of community involvement, the school and the principal must be on the giving end as well. One cannot continue to take from the community if one does not give something back.

Edgebrook School is trying to pay its debt to the community this year. When the local branch library had its service hours cut, staff, parents and students joined the fight to have the hours restored. Since then, Edgebrook has been leading the fight to have a new, full service library built on part of its vacant school ground. Currently, Edgebrook also represents numerous community groups in negotiating with the Chicago Park District to establish an evening community program to operate from the school. If nothing else, these efforts have brought the LSC and the principal in contact with numerous community leaders, some of whom are now willing to become involved with Edgebrook School. Now that they are interested in the school, by hook or by crook, some way will be found to use their expertise or their resources to help Edgebrook.

SYLVIA L. PETERS—Alexander Dumas School

How do the personal attributes, the philosophy and the sense of mission of the principal affect the formation of a successful coalition of the school, parents and the community?

Educators frequently make issues difficult to understand because of their failure to acknowledge the simplicity of situations. One of the most important tasks to be developed, implemented, monitored and evaluated is that of forming a coalition of parents and businesses to help educate children.

At the Dumas School, located in one of the poorest sections of Chicago, several projects have been initiated to bring parents and businesses into the setting to commit to the goal of educating children. They have been successful and have followed the list of ideas and suggestions here presented for other principals to share in and employ.

Be visionary. As the principal, develop a vision for the school. Communicate and model that vision. Find and support similar visions. Collaboratively develop a building philosophy and mission.

Build values in the school. Collaboratively develop a fact sheet about the school. Form coalitions of people who will support the principal's efforts. Find meaningful, short term projects, tasks or work for these people. Focus on the work of learning and teaching. Honor the work that can be observed which embodies the values and behavior contained in the philosophy and mission statement. Collaboratively select and develop programs that exemplify the vision of the school. Monitor its implementation carefully and slowly. Collect baseline data, both quantitative and qualitative.

When constituencies experience success, celebrations, rites and ceremonies need to occur where everyone participates. Connect all programs to the academic and social achievement of people. Establish a community of learners and teachers. Support those efforts. Confirm that good is better than bad. However, mistakes and failures frequently are the breeding ground for future victories. Document victories. Share personal stories.

Finally, principals must have courage, must be patient and must not worry about others who might be negative. Unconditional love must be practiced, in conjunction with wisdom and fairness. Success will result.

Panel IV

Current Issues in Special Education

Presenters:

Ernest C. Billups	Principal, Mark Skinner Classical School
James P. Burke	Principal, John H. Kinzie School
Bernard Karlin	Principal, Moses Montefiore Special School
Patricia A. Zemba	Principal, Mary Ethel Courtenay Special Education Facility

Moderator:

Mary J. Nyhan	Principal, Arts of Living Institute

Introduction

This panel will focus on current issues in special education, a constantly changing field. These four panel members will discuss the particular issues and describe the different programs that are occurring in their respective schools. These administrators will share their expertise and the ideas that they have to promote better methods of employing existing programs in special education. They will also share their opinions about expanding or revising those programs, and their suggestions for new programs. The principals respond to the following questions:

(1) What issues related to special education funding are of particular significance to the administrator?

Addressed by Ernest C. Billups

(2) What approaches have proved most successful in mainstreaming special education students with regular students?

Addressed by Patricia A. Zemba

(3) What considerations are important when planning a regular education initiative for a special needs student?

Addressed by James P. Burke

(4) What are the issues and goals for a school specifically designed for behavior disordered students?

Addressed by Bernard Karlin

ERNEST C. BILLUPS—Mark Skinner Classical School

What issues related to special education funding are of particular significance to the administrator?

Skinner School employs a unique special education program which encourages a regular education initiative and advocates reverse mainstreaming. At Skinner there are vision-impaired students, blind students, deaf students and multi-handicapped students. There also exists a Parent-Infant Education Special Education Program. The program, however, is not without problems in regards to student eligibility and funding.

The school system is mandated to provide instruction to students from the age of three to twenty-one years old under Public Law 94-142. Public Law 99-457 established funding for Early Intervention Services for all eligible children age birth to three years. As part of the bill, Illinois established guidelines for eligibility for these services and established a state entitlement program. House Bill 1954 has been introduced in the Illinois State Legislature to achieve this purpose. Skinner is currently the only Chicago Public School with a Parent-Infant Education in Special Education Program for children zero to three years of age. At the present time, this program is not mandatory but the State of Illinois needs to determine guidelines of student eligibility for these services. One of the staff members at Skinner is on a committee that has been established to set these guidelines enabling input from the Skinner viewpoint.

The difficulty in setting guidelines lies in the fact that a line must be drawn somewhere. Once eligibility determinations are made, certain students become ineligible. Therefore, the less stringent the requirements are, a greater amount and variety of students could be served and the funding liability of the state would become greater. Higher standards for qualifications would mean fewer students would be eligible and less monetary responsibility to ease the needed services would be required.

The regular educational initiative financially figures into this equation. Most educators desire to bring special education students into the regular classroom but without losing existing special education programs, support or services. Dr. Larry Silver, a specialist in learning disabilities who spoke at a recent conference at Whitney Young High School, warned educators not to repeat past mistakes. He referred to what had happened when the recent trend to de-institutionalize patients by enabling them to move into homes or into society backfired on the institutions themselves. Budget makers no longer funded the existing programs and these were lost. Therefore, educators that support mainstreaming must also demand that the services and support are not only available for mainstreaming to occur, but that existing services and support remain intact.

Reverse mainstreaming is also an option that is employed at Skinner. Mainstreaming is done when students are able to fit into certain regular classrooms. The majority of teachers at Skinner are sensitive to the idea and willing to include special education students whenever possible. Yet with mainstreaming, it became noticeable that teaching positions were being reduced in the vision program at Skinner.

An alternative program was developed whereby instead of sending children from the special education program into the regular program, the opposite would occur. Students in the regular education program in certain activities such as art and the fine arts went and worked with special students in the vision program. The implementation of this plan resulted in saving a teaching position at Skinner and creating alternative staffing patterns. This year some regular education kindergarten students worked with visually-impaired students in not only art but in cooking activities.

Community resources are available to be utilized in supporting special education programs. A very close working relationship has been established with Chicago Services for the Blind which has provided funding for a Skinner program. Many students have been able to go to the McCormick Boy's Club with instruction and bus transportation provided. The Lions Club has traditionally provided additional funds for blind students and Christmas gifts for all the handicapped students. Individuals have been impressed by the accomplishments of the staff at Skinner. One gentleman has provided gifts of computers for an annual Las Vegas night event. Parents that are special education advocates have many contacts and have been very successful in approaching companies for services and financial support.

Special education programs are in a constant state of change and therefore funding for programs is always an issue that needs to be as protected as it needs to be created and expanded. Administrators need to remain ever-vigilant in their efforts to secure sufficient services and support for new programs and to make certain existing programs remain secure.

PATRICIA A. ZEMBA—Courtenay Special Education Facility

What approaches have proved most successful in mainstreaming special education students with regular students?

If the concept that each student is a unique individual and that preparing a child to become an independent, self-fulfilling adult is the goal of the educator, then administrators must subscribe to a policy of a least restrictive environment in its choices and options. Courtenay was a special education facility and now it is a school that in the future will continue to serve children with special needs and those with general needs. Currently, Courtenay children are serviced in the Trainable Mentally Handicapped (TMH) program; in the Early Childhood Education of the Handicapped (ECEH) Program; and in the Preschool Regular Education Initiative Program.

In 1986, Courtenay started to physically and socially integrate mentally challenged students with the Ravenswood Regular Elementary School population on a limited basis. In 1988, Courtenay mainstreamed a selected few once a week in a Fine Arts Program. In 1989 and to the present time, selected students are mainstreamed in the after-school Social Center Programs at the Lemoyne and Cleveland Schools. On September 11, 1990, Courtenay started its Preschool Regular Education Initiative Program which mainstreams regular and special needs students 35% or more of the time.

These successful ventures can be attributed to the principals of the Ravenswood School, Roberta Chapman; the Lemoyne School, John Fewkes; and the Cleveland School, Robert Donald. These principals are leaders who have the security and management skills to allow and support a pilot program. This point cannot be stressed enough. Without their willingness and pioneering efforts to provide satellite school settings for selected Courtenay students with special needs, the children would not have had the opportunities to interact with non-disabled peers and regular education teachers. The regular and special education teachers and aides systematically guided and encouraged the interactions among the two populations.

General education professionals and their constituencies feel public pressure to not only improve academic performance levels of their regular education students, but also to support the integration of a special education population. They are concerned that there may be a decrease in student achievement scores with the possible inclusion of students who possess deficits and disadvantages of some degree and type that require atypical interventions.

At Courtenay, the initial preparations for integration by having regular preschoolers interact on a regular basis with their peers who exhibit a variety of exceptional characteristics were important. These preparations were needed to systematically provide the groundwork for what the staff and Local School Council are proposing for the next few years.

Courtenay's future plans include the yearly addition of a division of non-graded students (which will probably include an age-span of three years) until there is a racial, ethnic, and age population balance of regular and special needs students. This approach or program was decided

upon for many reasons:

-The lock-step approach used throughout the nation currently has not produced the most desirable results;

-Proportioned enrollments in both populations will encourage interactions and students will not be overwhelmed with their counterparts;

-The size of the building, which comfortably holds 175 students, will enhance the success of the venture so that students are not "lost in the shuffle." A recent C.H.I.P.S.report suggests that smaller-sized schools encourage a more nurturing and productive atmosphere;

-Multi-racial, multi-lingual, and multi-cultural environments and the unique makeup of the student body are valuable resources; Special and regular needs peers encourage age-appropriate behaviors and activities;

-A non-graded organization for disabled and non-disabled students will promote individualization of instruction and allow students to progress at their own rate of development, therefore eliminating penalization or stigma attachment;

-A non-graded organization will provide opportunities for cooperative learning which would promote peer interactions.

In conclusion, the systematic process of starting with limited integration and a slow movement towards more inclusion and mainstreaming will hopefully provide the basis for integrated instruction while addressing special and regular education needs.

JAMES P. BURKE—Kinzie School

What considerations are important when planning a regular education initiative for a special needs student?

Kinzie School has a population of about 325 regular students and a special education population of about 100 students, the majority of those being deaf or hearing-impaired. Some of the considerations that are important for the regular education initiative, or mainstreaming, to be successful will be discussed.

In order for mainstreaming to work at Kinzie the technicalities needed to be addressed. Without clear organization, the idea cannot become a reality. Mainstreaming would be just a program that is given lip service. Mainstreaming is not placing special education students in a library at the same time as regular students. True mainstreaming requires that serious considerations be addressed at a prospective student's initial assessment.

Consideration must be given to an individual child's academic ability. The subject matters for instruction need to be evaluated separately for that child. The role that the regular education teacher is going to play in that child's education must be determined. A true collaboration between the regular education teacher and the special education teacher must be established.

Because there are so many deaf children at Kinzie School, the staff is able to accomplish many creative things. Teams of teachers are formed for students, with one teacher being the team leader whose responsibility it is to work with the regular education teacher and the special education teacher of a student. By knowing what a child's regular education teacher is presenting in class, the special education teacher can expand the material and more thoroughly help the child to prepare for the next regular session.

Other factors need to be taken into consideration when planning a regular education initiative for a student. Serious consideration must be given to the physical environment of the deaf student. Sign language interpreters must be provided and available to interpret in the regular classrooms for special needs students. The Central Office of the Board of Education had provided sign language interpreters for the high school level, but had judged their presence unnecessary at the elementary school level. This, in effect, precluded mainstreaming for a deaf child. This policy has been changed.

Great positive changes have been occurring in the educational system in planning for the needs of special students. A concern may be that the pendulum is swinging too far in the opposite direction in the thrust for the regular education initiative. It is becoming almost unacceptable not to put a special education child in the regular classroom. This attitude is a very real movement or possibility in special education, and it is one that requires thoughtful consideration.

As other colleagues have pointed out, guidelines must be defined and support services must be established and maintained to successfully accomplish mainstreaming without the loss of necessary special education services. Overzealous adoption of the regular education initiative can be seen perhaps as much of a political and social action as it is an educational action. If a motive is to save

money by placing special education students in with regular education, it is an immoral one.

Parents, educators, and principals have worked long years to provide students with special needs with the extra services that they require. Literature that promotes the regular education initiative focuses on the love, understanding and friendships that result in mainstreaming. Yet the educational role can become vague or lost in the face of these values. The purpose of a school, the teaching of children in the manner that is best for each child, is the ultimate goal and it must be kept in the clear forefront of the educator's mind.

Careful assessment of an individual child's needs and abilities is of primary importance in considering a regular education initiative for a child. With collaboration between special and regular education teachers, students may be more thoroughly prepared for the learning process. Coordinating these actions with properly trained personnel can mean a greatly improved system of mainstreaming and not merely the appearance of a system.

BERNARD KARLIN—Montefiore Special School

What are the issues and goals for a school specifically designed for behavior disordered students?

Montefiore is a one-of-a-kind special school for behaviorally disordered children. 152 students identified as being the most behaviorally disordered children in the city of Chicago attend. Montefiore was previously called the Montefiore Social Adjustment School. It has been renamed by this principal as the Montefiore Special School with a subtitle of School of Opportunity. The reason this change needed to occur refers to the concept of self-image.

The student who is referred to Montefiore may have originally had a strong self-image, but at the point of referral he may view himself as a "reject," having been put out of his regular school. Parents of these students likewise may exhibit low self-esteem, feeling guilt or responsibility over their child's perceived problems or "failures." No one handles rejection very well. When a new student arrives at Montefiore, he arrives with a clean slate. The principal does not read a student's record. This is part of the foundation or vision of the staff at Montefiore. The school is viewed not as a place for "adjusting" children, but as a place of transition. The vision included making Montefiore more like a regular school than unlike one. Therefore, transitions are more easily made into and out of Montefiore. The least restrictive environment is seen initially as the proper place for the new student, which can create a sense of trust.

There is no predetermined length of attendance or stay for a Montefiore student. This perception of a school of transition extends into this area. How long a student stays at Montefiore is dependent upon that student. The student earns his way back into the regular school by following Montefiore's four cardinal rules:

-The student must come to school everyday. Nothing can change for a student if he is not present.
-The student must be on time. Punctuality is reflected in society. 90% of people lose their jobs in an industry not because of a lack of technical skills, but because of their inability to adapt to the environment and function within it.
-Teachers must be listened to. Teachers need to view themselves in a "parenting role," dedicated to reflecting the same level of concern for a student that a parent would have. Students need to respond to the teachers with the same level of respect and consideration.
-The student must do his best. The student cannot progress and leave Montefiore without accepting responsibility for his own advancement.

A circus analogy of a tightrope walker is used to describe the student's role at Montefiore. It is explained to students that the only way a tightrope walker learns to walk the tightrope is by practicing. The student can only improve if he commits himself to trying or practicing. Montefiore is seen as the net, whose job will be to support the student and be there when he falls and to spring him back to the work he needs to do. Eventually, the student can no longer rely on the net if he is to graduate

from school and go into the work environment. Montefiore is there to provide the necessary skills, but they can only be accomplished when the student accepts his responsibility in the task.

The staff works closely with the student's parents. Parents, as mentioned earlier, may feel personally responsible for their child's lack of success at a regular school. Building a parent's self-image is as important as giving a child confidence. Parents are not called in for conferences because of a problem. Parents are treated as collaborators with staff in working together to solve a student's problems. The child's behavior is then described, not interpreted. The parent is enlisted to attempt to interpret behavior and the possible reasons for it.

Through commitment, openness to change when necessary, control through empowered decision-making, and communication, success can be achieved for the students, the parents, the staff and the administrator, and the school itself.

Panel V

Reform Issues at the Secondary Level

Presenters:

Powhatan Collins	Principal, Whitney Young Magnet High School
Charles E. Mingo	Principal, Jean Baptiste Point DuSable High School

Moderator:

Salvatore Vallina	Principal, George Washington High School

Introduction

In the discussion of reform issues at the secondary level, two distinguished principals, Powhatan Collins and Charles E. Mingo were called upon to present their experiences as administrators from two different educational environments. Mr. Collins is the principal of Whitney Young Magnet High School, an outstanding school in terms of the educational performance of its students who come from all areas of the city. Mr. Mingo is the principal of John Baptiste Point DuSable High School, located in one of the poorest communities of the city, reflecting all the problems associated with urban poverty. Mr. Collins explains the steps taken to create and organize an effective Local School Council in response to the state mandated school reform measures at Whitney Young and highlights its successes, problems and future goals. Mr. Mingo describes the creation of a structure, foundation and atmosphere that must be in place for these reform measures to be initiated. The following questions were addressed by Powhatan Collins and Charles E. Mingo.

(1) *What measures were instituted at Whitney Young to ensure the success of the school reform mandates? What accomplishments have resulted and what problems exist?*

Addressed by Powhatan Collins

(2) What structure must be established in a school before reform measures can effectively occur and how is this structure created within a depressed, unstable educational situation?

Addressed by Charles E. Mingo

POWHATAN COLLINS—Whitney Young Magnet High School

What measures were instituted at Whitney Young to ensure the success of the school reform mandates? What accomplishments have resulted and what problems exist?

Reform issues which have developed in the first year of implementation of state mandated school reform at Whitney M. Young Magnet High School will be discussed. This presentation is structured to provide a sense of the characteristics of the school, the organization and establishment of the Whitney Young Local School Council and the major events of the LSC's first year.

To begin a clear discussion of the impact of reform initiatives at Whitney Young, some background about the school is necessary. Whitney Young is a magnet school with a total enrollment of 2, 262 students. The racial and ethnic makeup is 15.1% White, 62.7% African-American,13.5% Hispanic, 8.7% Asian/ Pacific Islander, and 0.1% Native American. Its grades range from the seventh to the twelfth grade. There are 150 hearing impaired students and 9 emotionally disturbed students. 16% of the student population are from low income families. The attendance rate is 92%. 91% of the graduating seniors entered college.

Whitney Young students have consistently demonstrated educational success in their test scores. 95% of last year's seniors took the ACT with a composite score of 21.9 which exceeded the national average of 20.6 and the state average of 20.9. The SAT results for last year's graduates showed a mean verbal score of 479, again exceeding the national average of 424 and the state average of 466. The SAT mean math scores for Whitney Young's seniors was 508, exceeding the national average of 476. Whitney Young's eighth grade students demonstrated success with the Illinois Goal Assessment Test (IGAP) for the second consecutive year, achieving the highest math score in the state and the highest reading score in the city, the fourth highest reading score in the state. The 11th graders who took the IGAP achieved the fourth highest reading score in the surrounding six county area.

The large number of students enrolled at Whitney Young is reflected in the administrative staffing at the school. There is one principal, three assistant principals and a program coordinator for the 7th and 8th grade programs. There is also a head teacher for the hearing impaired program. There are 171 teachers, 8 counselors and 32 Career Service personnel.

In response to the state school reform mandate, Whitney Young's advising committees organized to establish the proper procedures and to encourage parent and community involvement to effectively institute reform measures. The forming of the LSC at Whitney Young began with the advent of the state's mandate for the October 1989 Local School Council election. The previously established, duly formed advising committee, the LSIC at Whitney Young began work in July of 89 with training sessions on how to run the October elections. The president and the officers of the LSIC at that time did a mailing in July to all the parents of students currently enrolled and to the parents of the new entering freshmen. The mailings included information about the date of the upcoming elections and the deadline for submitting the nominations for LSC officers.

The LSIC continued its LSC election training through September and October and provided more mailings to parents with further information relative to the upcoming elections and the process. The first mailing in September included the date of the first LSIC meeting for the year, September 14th, and the date for the evening candidate forums, October 5th, and the election date, October 12th. The president of the LSIC wrote a message on the back of the newsletter, encouraging parents to participate and vote.

To further stimulate parent involvement, brainstorming at the school created the idea of having a Parent's Day at the school on the same day that the nomination petitions were to be filed, September 28th. Another mailing, plus additional flyers, were distributed with information about Parent's Day. The notices informed the parents that on this day, parents of students with the last names beginning with the letters from A to K would come to the school in the morning from 8:00 a.m. to 11:00 a.m. and attend every class with their child on an abbreviated schedule. The parents of students with last names beginning with the letters from L to Z would come from 12:00 p.m. to the end of the school day. The teachers would provide the parents and student with a course overview, the syllabus, the expectations for the course, and information relative to the pending LSC elections. Between the morning and afternoon sessions, a mini-forum was held for every LSC candidate in the community representative or parent category that had already submitted their nomination forms. In this manner, parents who were already at the school were able to attend this mini-forum and become engaged in the process.

At the conclusion of the nomination procedure date, another mailing was sent out to the parents again notifying them of the evening forum date of October 5th, and including the names of the 44 parents and 22 community residents running for office. The student newspaper published articles on the teachers who were campaigning for the office of teacher representative. An afternoon in-service was held for the staff to hear the teacher candidates speak.

The evening of October 5th proved an interesting one where only those candidates, parents and community residents who were seriously committed to the interest of the school attended after all the extensive measures and mailings of the school and the LSIC had been effected. Of the 44 parental candidates, only 29 came to the forum and of the 26 community resident candidates, only 13 attended.

The students were given opportunities to listen to and evaluate the 22 students who were running for the office of student representative to the LSC during a lengthy division period. On four consecutive days, each grade level entered the school theater to hear the student candidates present themselves.

The election was carried off without difficulty or controversy on October 12th. The election began at 6:00 a.m. and concluded at 2:00 a.m. when the ballots were counted. The turnout was disappointing after all the mailing and Parent's Day efforts, but it must be remembered that Whitney Young is a magnet, multi-area school with more that 40% of the students in attendance living outside of the general area. 660 votes were cast for parent candidates and 847 votes cast for community

representatives from a student population of 2,262. 2,145 students cast ballots for the student representative office. After the elections, letters were sent to the successful candidates and to each of those who submitted nomination forms but who had not won, expressing appreciation for their interest and encouraging them to continue their involvement.

The new LSC met within six days after the election on October 19th, and got right to work. At this meeting, a chairperson was selected, and a committee structure was established with 9 committees created. The accomplishments of the LSC and its committees are many and will be discussed briefly.

The Facilities and Support Committee accomplished the goal of a successful land swap with the Chicago Park District for the physical education building whose facilities had been shared since 1975. The Board of Education will now have ownership of the building and difficulties with differing engineers will be made simple for the efficient management of the facility. The Facilities and Support Committee also accomplished the installation of a 2.6 million dollar heating and air-conditioning system which the school has tried to accomplish for the past eight years. The Facilities and Support Committee has also accomplished the relocation of the High School District Office which serviced some 70 Chicago Public High Schools that had been located in the Whitney Young building.

The Board of Education and District Affairs Committee had less success in accomplishing goals due to a lack of quorum at the Board Committee which restricted the work of Whitney Young's committee.

The Curriculum and Extra-Curricular Activities Committee succeeded in the difficult task of fitting state mandated goals to the course offerings at Whitney Young.

The Personnel Committee unanimously approved the principal's four year contract at the March 26, 1990 meeting. The committee also selected two assistant principals, one counselor and 15 teachers.

The Budget and Finance Committee did a great amount of work with an analysis of the lump sum budgeting process, although the results of this analysis created disappointment in the committee. The committee now understands that it does not have a great amount of maneuverability to accomplish what it desires to do in financial terms.

The Public Relations Committee successfully conducted a parent survey to establish a Parent Data Bank which contains the areas of expertise that Whitney Young parents have to offer to facilitate the goal of establishing a mentor's program. This committee also sponsored a Night at the Races for the staff, parents, and alumni of Whitney Young.

The Student Relations Committee created the institution of a Student Evaluation of courses. This will enable students to give input as to how well teachers prepare for classes and how effective their tests are, etc.

The Development Committee succeeded in attaining a $10,000 award from Illinois Bell for support of the LSC. The committee also was responsible for organizing the 30 hour training of the

LSC members, at no cost,through the Urban League and obtained a two-day retreat in Oakbrook at McDonald's Corporation for the LSC, again at no cost.

The Ad Hoc Committee prepared the LSC by-laws by December of 1989.

The Ad Hoc School Improvement Plan Committee facilitated preparation of the School Improvement Plan for 1990 through 1993 which includes the goals, activities and objectives for all the school programs. This committee also produced a booklet with the goals and objectives and activities planned for the school year 1990-1991.

Whitney Young's Local School Council has accomplished many goals in a short period of time, yet, the Council desires to do more to impact the curriculum in specific classroom programs. A certain amount of dissidence and a lack of support from the Professional Personnel Advisory Committee (PPAC), the teacher group that advises the LSC and the principal on matters of the educational program, has had a negative effect on the LSC's ability to impact curriculum. This has, in turn, put the department chairs in a difficult position by creating much more work for them. Yet this is a problem area which the principal and the LSC plan to concentrate on and change for the better in the future. If the past successes of the LSC and of the school itself are any indicator of the future, Whitney Young is destined for even greater accomplishments.

CHARLES E. MINGO—Jean Baptiste Point DuSable High School

What structure must be established in a school before reform measures can effectively occur and how is this structure created within a depressed, unstable educational situation?

DuSable High School is situated in one of the poorest, if not the poorest areas in the city. It is located in the middle of Chicago, directly across the street from the Robert Taylor housing complex which has been described nationally as one of the third poorest areas in the entire nation. All the negative elements of an urban area, such as high crime, violence, drugs, gang activity, teenage pregnancy, thrive in the community surrounding DuSable.

The active cooperation among administration, faculty and student body, which is essential to successful school operation was lacking at DuSable High School. This was evident in the actions of students and teachers. Students did not attend class, scores were low, truancy was high. Teachers were experienced educators, but lacked leadership and direction. The challenge to the principal was to create reform within the school by developing the goals of each respective group and to develop a philosophy for the school. Reform of the school was necessary before implementation of the state-mandated reform measures could be effected.

The two simple rules that were developed were that students have to learn and that teachers have to teach. The need for security in the building was essential. This was accomplished with changes in procedures in locking doors and other safety measures. A general meeting with students and teachers resulted in the definition of goals and responsibilities for each group. The need to reinforce the practice of these goals was accomplished in small group and individual sessions with teachers and students. The constant surveillance of halls and corridors became the principal's responsibility. With the assistance of hall guards, corridors were cleared and classes were conducted within the scheduled time frame.

The establishment of guidelines for students and the development of a positive effort toward education were twin approaches to effect student change. The need for students to become involved and responsible for their education was paramount. Students that demonstrated effort and commitment were rewarded.

There was a great need to re-define the role and responsibilities of teachers. Good teaching practices, teaching-learning planning, responsiveness to students' needs, and evaluation of goals were incorporated in teacher's responsibilities. Frequent visitation of classrooms with evaluation of teacher performance became part of the educational process.

Cooperation with parents, who had little prior contact with the school, was a difficult but necessary component of structuring DuSable High School into an effective learning institution. The need to build trust among the school, the parents, and the public agencies was critical. This trust became the foundation for building the successful educational environment that now has been established at DuSable High School.

CHARLES E. MINGO—Continued • • • • • • • • • • •

Reform means change. The change in the educational program at DuSable, one of the most historic of Chicago's schools, is an example of reform at the local level. For this change to occur, instructional leadership had to create a structure. At DuSable, the foundation for that structure was built on the simple principle that the student's job is to learn and the teacher's job is to teach. The students and teachers have educational goals and aspirations. Parents are involved in the Local School Council. The LSC has participated in the Urban League training program and programs offered by other agencies. The structure is in place at DuSable High School for implementation of state-mandated school reform.

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